THE TIMES
Higher Education
SUPPLEMENT

Admissions will be up 3,000, UCCA predicts

by Frances Gibb

University undergraduate admissions look like being up by 3,000 to a total of 78,000, a 4 per cent increase on last year, according to early rough predictions from the Universities Central Council on Admissions.

Many universities are reporting more than a 4 per cent increase. None is reporting a decrease, although many older universities have kept their intake constant.

The sciences in particular are showing big increases, making the balance between arts and sciences in many universities more even.

At Lancaster University first-year admissions have reached a total of 1,385, a 30 per cent increase over last year's figure, while at Bradford the total was 1,320, an 8.5 per cent increase on last year.

Elsewhere, the increase is less dramatic. York reports a 3.5 per cent increase with a first-year intake of 910; Sussex a 5 per cent with 1,150; Reading 2.5 per cent with 1,661 and Heriot-Watt 5 per cent with 881.

Bristol was also 5 per cent up with a first-year intake of 1,920, but Hull and Sheffield on present figures have kept their intakes in line with last year. In both cases, however, overall student numbers have increased.

The sciences brought most surprises. At York, chemistry admissions were well over target (68 compared with a target of 50) and Sussex showed a 16 per cent increase in the sciences overall. Reading reports a considerable increase in the sciences and engineering, with physics 99 per cent full and a big increase in agriculture.

Civil engineering at Heriot-Watt was up, and chemical engineering over its target for the third year running. Leicester had an "encouraging" increase in engineering and Bradford had increases in both chemical and civil engineering. Electrical and mechanical engineering did not reach their targets, however.

Growing demand reported for engineering courses

by Maggie Richards

Engineering courses appear to be in new demand among this year's intake of polytechnic students. Reports this week indicate that admissions to such courses are far higher than last year.

At Coventry, Manchester Polytechnic reports trebling the figures for one engineering course, and Sunderland has experienced a 60 per cent increase in HND electrical engineering and mechanical engineering. Newcastle has seen a 30 per cent increase in engineering.

Business studies also appear to be recruiting strongly. At Leicester the growth areas have been in business and computing—both up by 25 per cent.

Wolverhampton also reports a healthy increase in business studies, and a boost in social sciences.

Science courses have also been successful. Leicester has had a 60 per cent increase, and Sheffield and Preston both report increases, although at Sheffield a new degree course has been introduced this year.

Central London is concerned about postgraduate science and engineering courses, where a large number of the students are self supporting. This is the area which has shown the most significant change at Central London.

Generally, most of the polytechnics have hopes that enrolments will be slightly higher than last year. Almost all of them have experienced a far higher level of enquiries.

As expected, it is in teacher training that the shortfall is being registered. At Leicester intake is down by 23 per cent, and Newcastle, Preston, Sunderland and Sheffield have all reported a decrease in numbers.

Adult council members named

The membership of the new Advisory Council for Adult and Continuing Education has been announced by the Department of Education and Science. Established to encourage cooperation between adult education organizations and to promote policy development, it will meet for the first time next Friday.

Members of the new council are: Mrs L. Bull, a member of the Education Centres Association executive; Miss J. M. Bisgood, chairman of Dorset education committee; Mr P. C. Boulter, director of education for Cumbria; Mr J. A. G. Coates, chairman of a CBI working party on international aspects of education and training; Mr P. R. Clyne, ILEA assistant education officer; Mr F. Dale, chairman of Manchester community education sub-committee; Mr K. D. Freeman, executive director for the National Extension College; Mr H. D. Gilbert, chairman of the Association for Adult Education; Mr D. H. Gretton, controller of BBC educational broadcasting.

Miss S. J. Hardy, divisional librarian in Tonbridge, Kent; Mr D. M. Heap, ILEA adviser on adult education; Mr H. D. Hughes, principal of Ruskin College, Oxford; Mr R. A. Jackson, secretary of the TUC education committee; Professor H. A. Jones, Vaughan Professor of Education and director of the department of adult education, University of Leicester; Mrs N. McIntosh, pro-vice-chancellor for student affairs at the Open University; Mr D. J. Moore, principal of Nelson and Colne College, Lancashire; Mr N. M. Parkin, president of the Open University Students Association; Mr R. Phillips, field officer at the Centre for Information and Advice on Educational Disadvantage, Manchester; Mr A. R. Rogers, vice-chairman of Mid-Glamorgan education committee; Mr P. Scroggs, head of educational programmes at Yorkshire Television; Mr R. Shaw, secretary-general of the Arts Council; Mr R. G. Smethurst, director of the external studies department, Oxford University.

The council's chairman, appointed last August, is Dr Richard Hoggart, warden of Goldsmith's College, London.

Research councils appoint advisers

Professor Sir Peter Swinnerton-Dyer, master of St. Catharine's College, Cambridge, is to be a member of the Advisory Board for the Research Councils until September 1979, in succession to Sir Alan Cottrell.

Other new appointments to the board include Professor Geoffrey Allen, of Imperial College, London, who succeeds Professor Sir Sam Edwards as chairman of the Science Research Council; and Professor J. W. L. Beament, head of the department of applied biology at Cambridge, who has taken over from Sir Peter Kent as chairman of the Natural Environment Research Council.

Sir Hermann Bondi, formerly chief scientific adviser at the Ministry of Defence, will continue to serve on the board in his new capacity of chief scientist at the Department of Energy.

Scheme may start with fewer awards

by Clive Cookson
science correspondent

The Government's industrial scholarship scheme may start next year with only 100 awards worth £500 a year—a fifth of the level envisaged six months ago when the scholarships were announced.

The response from British industry, which is to finance the awards jointly with the Government, has been less enthusiastic than ministers had hoped. Neither the Confederation of British Industry nor major individual firms want the scheme to fail completely, however, and it is thought that 40 or so of the country's biggest companies will be prepared to contribute up to £2,000 a year.

But they are saving the lion's share of their time, money and effort for private enterprise scholarship schemes, which give them more say in the selection and progress of their own students.

Imperial Chemical Industries, for example, is shortly to announce its own ICI engineering scholarships. From next year it will award 30 scholarships, worth £715 a year, to mechanical engineering undergraduates.

These awards are the maximum allowable under the new Government regulations without affecting students' local grants, though scholars will also be paid travelling expenses and salaries for vacation work with the company.

Another new programme is sponsored by the Society of Chemical Industry. It is awarding less valuable scholarships, worth £700 per annum, to about 25 chemical engineering students each year.

Mr Peter Lightfoot, personnel director of Shell UK, said the aim of the SCI scheme is "deliberately to develop a sense of elitism in the students" by involving them closely in the activities of the sponsoring firms, from social functions to vacation jobs. He thought that "systematically welcoming them" in this way was a better approach than awarding £500 scholarships through a less personal central scheme.

Artaud and after



Antonin Artaud: one of the photographs of the French writer, actor and director in an exhibition celebrating his work which opened at the National Book League in Albermarle Street, London, this week. It considers Artaud's life, his influence on the theatre and includes his drawings, paintings, theatre programmes and first editions.

NEXT WEEK
The four ancient Scottish universities: part 1 Glasgow.
Jean Blondel on the French Left.
Joan Thirsk reviews Lawrence Stone's new book on the family, sex and marriage.

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Plan to redistribute poly staff vacancies examined

by Peter David

A plan to redistribute staff vacancies among London's five polytechnics is being examined by senior officers of the inner London Education Authority as a way of reducing the disparities in the student-staff ratios between individual institutions.

Directors of the five polytechnics —Thames, Central London, North London, South Bank and City—were told of the scheme at annual grant negotiating meetings that have been taking place with the authority during the past fortnight.

The aim of the exercise would be to siphon staffing resources away from polytechnics which are short of students to others where the ratio is more favourable. With the ILEA determined to prevent any increase in the overall teaching force, the transfer scheme could represent the only hope of individual polytechnics making extra appointments—but at the expense of other polytechnics.

The main beneficiaries are likely to be City of London Polytechnic and the Polytechnic of Central London. Both have ratios which are significantly more stretched than North London, South Bank and Thames. The ratios are: City, 10.8 to 1; Central London, 10.4 to 1; North London, 8.5 to 1; South Bank, 8.6 to 1 and Thames, 7.9 to 1.

But the global ratios for institution conceal even wider variations between individual courses. For example, in business studies and social science subjects, when simpler groups of subjects are compared. In business studies and social science subjects, for example, the staffing ratio at City is 14.7 to 1, in contrast to a similar courses at Thames which has a ratio of 8.3 to 1.

Thames is clearly the most vulnerable of the polytechnics and its director, Dr D. E. R. Godfray, last week described the idea of staff transfer scheme as "very, very preliminary". But he confirmed that the idea had been discussed at his polytechnic met ILEA officers on Monday for the annual round of negotiations.

The transfer plan has not yet been discussed by the authority's elected members, but their reaction is likely to be favourable. The next stage would be to seek agreement in principle with the Committee of Directors of Local Polytechnics.

The committee's chairman, Vivian Pereira Mendoza, director of the South Bank Polytechnic said this week that discussions with ILEA officers were still "very informal". No detailed plans had been discussed but the polytechnic had been "asked to go away and think about the concept".

Cambridge economist shares Nobel prize with Swede

Professor James Edward Meade, 70-year-old Emeritus professor at Cambridge University, has won the Nobel prize for work he did on international economics at the London School of Economics between 1947 and 1957. He shares it with the Swedish economist, Professor Bertil Ohlin.

Professor Meade's major work, *The Theory of International Economic Policy* demonstrated the effects of economic policy on foreign trade and analysed the problems of stabilization policies in "open" economies—economies which are highly dependent on foreign trade.

The book showed how a successful stabilization policy must take into account not only the level of total demand for goods and services but also relations between prices and costs.

The Royal Swedish Academy of Sciences said that these achievements made him "the leading pioneer in the field of international macroeconomy and international economic policy". Although much of his work was done in the 1950s its importance was not fully recognized until later, when the economic system became increasingly internationalized.

Professor Meade joined the LSE in 1947 after two years as director of the economic section of the Cabinet office, where he played a major role in the development of post war international monetary arrangements and participated in the negotiation of the General Agreement on Tariffs and Trade (GATT).

Before the war he spent two years as an official of the League of Nations, where he wrote the *World Economic Survey* for 1938/39. The League's first survey was written by Professor Ohlin.

Professor Meade said this week that although he had never worked closely with him, he was very influenced by his work.

More local say on validation

continued from front page

But the report also points out that the establishment of college validating committees would place a much increased workload on the council and its members. It is estimated that an average of five council nominees could be needed on each committee to cover anything like a realistic spread of subject expertise.

The council is also proposing less far-reaching changes designed to relax the tight control exercised by its subject boards. One suggestion is that modifications of existing courses could be approved in principle in advance of detailed submissions by the colleges. Another is extending course approvals from the present five-year period to eight years.

But the major problem facing the new working party will be how to determine the point at which [illegible] dual colleges become "sufficiently mature" enough to [illegible] of the responsibility for validating courses.

The document says: "It is evident that any development in partnership in validation would depend on a degree of trust based on full knowledge of the institutions involved and would require both a more efficient system of dialogue and visits to acquire that knowledge and also a more efficient system to collate and make available such information."

Poly productivity 'must improve'

Many of Britain's polytechnics will have to improve their productivity by nearly 40 per cent to achieve the staffing ratios now laid down by the Government, Dr George Tolley, principal of Sheffield Polytechnic, warned this week.

He told a London conference on polytechnic staff development that there was now a need for a better use of teaching staff in colleges

PNL exam papers for bias check

Mr Terence Miller, director of the Polytechnic of North London, this week called in the examination papers of all the polytechnic's final year sociology students. It is understood that he intends to examine them for Marxist bias.

Earlier this year he asked the Council for National Academic Awards to vet the college's sociology course for Marxist bias.

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Fears of bar restricting foreign dons

by Judith Judd

University vice-chancellors will today discuss their growing fear that the Government is trying to tighten up the procedures which govern the appointment of foreign academics to jobs in this country.

The Committee of Vice-Chancellors and Principals says cases have been reported which suggest that the immigration legislation is being more rigidly enforced. In some a university has appointed an academic from abroad and has then been asked whether there was no suitable home candidate for the job.

The CVCP's main worry is that distinguished academics from other countries who contribute a vital current to English university life may be prevented from coming here. A spokesman said this week: "Our concern is that work permits should be given or refused on academic, not bureaucratic, grounds."

Another problem which is causing concern is that some categories of visiting academics previously understood to be exempt from the work permit regulation now appear to need them.

They include people undertaking research on a grant from their own university and receiving a nominal salary from their host university, as well as members of overseas universities on sabbatical.

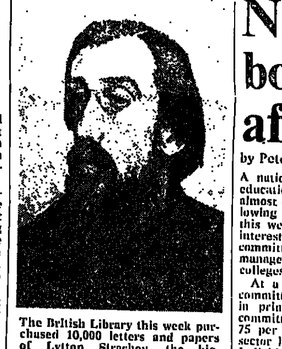
There are estimated to be more than a thousand foreign academics in universities in this country at any one time in both short- and long-term posts, and a smaller number in polytechnics.

It is not yet clear whether the present tightening up is the result of action by individual officials or of a more general shift in Government policy. A spokesman for the Department of Employment said this week that the number of work permits issued during the past two years had been drastically reduced. He was not aware that academics had fared differently from anyone else. The policy was the result of the big increase in unemployment.

Dr Albert Sloman, vice-chancellor of Essex University, said he would feel very strongly about any attempt to restrict foreign academics. It would be inimical to the whole ethos of universities.

Mr Laurie Sapper, general secretary of the Association of University Teachers, said such an attempt would "weaken the universities' traditional attitude that scholarship is international".

He feared that other countries might take retaliatory action to restrict British academics taking up posts overseas.



The British Library this week purchased 10,000 letters and papers of Lytton Strachey, the biographer. They included correspondence from many famous names including Max Beerbohm, Sigmund Freud, Leonard and Virginia Woolf and Bertrand Russell. At the core is the correspondence between Strachey and his brother, James, the psychiatrist. This is the 1912 Henry Lamb portrait.

Adult literacy funds to end

Pump-priming funds for the Adult Literacy Resource Agency are to end in March next year, the Department of Education and Science announced on Wednesday.

The future of the whole programme, which received £3m, is still to be decided but it is expected to be announced shortly. During the agency's three year existence more than 100,000 students with literacy problems have come forward.

From DES to UGC

An Under Secretary at the Department of Education and Science, Mr Geoffrey Cockerill, is to be the new secretary of the University Grants Committee. Mr Cockerill, who is 55, will succeed Mr John Carswell, who is to become secretary of the British Academy next year.

National colleges body near-certain after AMA switch

by Peter David

A national body to finance higher education in the public sector is almost certain to be established following an abrupt switch of policy this week by the local government interests represented on the Oakes committee, which is reviewing the management of polytechnics and colleges.

At a key meeting yesterday the committee was expected to agree in principle to set up a national committee to distribute more than 75 per cent of the costs of public sector higher education institutions. Individual local authorities would be expected to pay the remaining portion directly to their own colleges and polytechnics.

Agreement has been made possible only because the Association of Metropolitan Authorities, which represents 77 local councils including the inner London Education Authority, has apparently bowed to pressure from its partners in the Association of County Councils and the Department of Education and Science to drop its opposition to the scheme.

Until last week, the association's official line was to press instead for an inter-authority financial recognition system, details of which were revealed in *The TIMES* last Friday.

The AMA originally opposed the creation of a national body in the belief that it would introduce a major element of central direction of local expenditure, something which is anathema to local government treasurers. But the association now accepts that the proposed scheme, where all money channelled through the new body would come from local government and the rate support grant, is at least preferable to an alternative where the body would be given a direct exchequer grant.

A second objection to the scheme —that small authorities with large polytechnics would be hard-put to pay 25 per cent of the costs of their own institutions directly—has still to be ironed out however. The AMA is thought to be suggesting that the central body should meet something like 85 per cent of the costs, and the individual authorities only 15 per cent. Even then the association would want to see the direct local authority contribution carefully phased in over five years.

There is disagreement, too, on the constitution of the new central body. The DES proposal is for a tripartite group comprising seven representatives from local authorities, seven from polytechnic and college staffs and seven from "other interests" nominated by the DES. There would also be two representatives of industry and an independent chairman.

The local authority associations were prepared to accept an earlier model under which the DES itself would take a third of the places, but object to being in a minority ranged against the staff and "other" interests, which will presumably embrace the universities. As major financial stakeholders, the local authorities are insisting on having a majority.

Other points of contention that remain are whether to set up a regional structure in addition to the national body, and how to decide on the level of advanced work there would bring small local authority colleges under the aegis of the new system.

But with the AMA's conversion to the concept of a central body the way is now clear for the committee to move rapidly towards a final agreement.

The National Union of Students are among the only remaining advocates of an inter-authority recognition system. In a letter this week to Mr Oakes, the minister of state overseeing higher education, the union claim that the new scheme would do nothing to overcome the central weaknesses of the existing pooling system, "which are the divorce of management and financing, and the resultant problems of financial control".

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The Government has asked local authorities and colleges to limit their intake of foreign students in 1978-79 to the 1976-77 level, a cutback from the present total of 81,000 to 75,000. But the limitation could be more stringent than originally expected because the reduced level will now include large numbers of immigrant students who would previously have gained home student status.

An NUS spokesman said this week: "If a local education authority or institution decides not to charge the home fee to a 'specified' student it will come into effect next year. A student taking a three-year course commencing in 1976-77 would, therefore, pay two years at one level and a third year at the higher level."

The DES has pointed out that it is normal practice for a student's classification to be decided at the start of his course. It has also indicated that some categories of specified students, notably those who under previous legislation had "home" status could be excluded from quota restrictions.

Overseas fee levels may hit immigrants

by Sue Reid

Thousands of new immigrants studying in Britain may be forced to pay overseas student fee levels from next year following an important legal decision by the Department of Education and Science.

Outlined in a special DES circular issued in August and designed to protect colleges from contravening the Race Relations Act, it increases the number of students open to classification as "foreign" and therefore liable for overseas fee levels and restriction by college quotas.

Under the circular 8/77 overseas students have been retitled "specified" students and can only gain home student status by living in the United Kingdom for three full years prior to their course. The previous government definition, formulated 10 years ago in circular 14/67, allowed foreigners to be classified as home students through their parent or spouse's length of residence rather than solely their own.

Now organizations concerned with overseas students fear that recent immigrants including those already on courses, may be compelled to pay the higher fee levels which now stand at £650 for undergraduates and £850 for postgraduates. They will be increased in line with inflation in the 1978/79 academic year when the full impact of the latest circular will be felt.

Both the United Kingdom Council for Overseas Student Affairs and the National Union of Students have had top level talks and correspondence with the DES over the crosses a the number of students open to classification as "foreign" and therefore liable for overseas fee levels and restriction by college quotas.

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'Johnny-go-home' man takes course

Mr Roger Gleaves, the self-styled "Bishop of Medway", whose chain of hostels for homeless young people were criticized in the television documentary "Johnny Go Home" has become an undergraduate student at Middlesex Polytechnic.

Six months after his release from a four-year jail sentence for sexual offences against boys he has enrolled on a BA humanities degree course at the college, it was confirmed this week.

It is understood that academic staff have held meetings to discuss Mr Gleaves's admission.

A polytechnic spokeswoman said he had been offered a place on the course last month. He had been accepted on "normal academic grounds". She added that previous students graduating from the course had entered various careers, including teaching and publishing.

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SRHE
Society for Research into Higher Education

Applications are invited for the post of

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Salary as proportion of the University Administrative Officer's grade 1A full time scale £2,904-£5,627 (currently under review). There is a possibility that the post could be made full time in the future.
Further particulars and details of application available from The Administrator, Society for Research into Higher Education Ltd., at the University of Surrey, Guildford, Surrey, GU2 5XH (telephone Guildford (0483) 39003).
Closing date Friday, November 11, 1977.

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Applications are invited for the above London-based post in the Association's Education Division.
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Last date for receipt of applications 25th November, 1977. Full details and application forms may be obtained from Miss R. Hyde, Education Division, The Association of Certified Accountants, 22 Bedford Square, London WC1B 3HS. (Telephone: 01-636 2103.)

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FLOUR MILLING AND BAKING RESEARCH ASSOCIATION
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WD3 5SH

NATFHE urges major changes in control

by Peter David

Sweeping changes in the organization and control of public sector higher education have been proposed by the National Association of Teachers in Further and Higher Education in a document circulated to its branch organizations.

They include setting up a National Council for Further and Higher Education which would undertake planning and coordination for post-school education as a whole, including universities.

The document, which will from the basis of a general policy statement on higher education if it is ratified by the NATFHE council in March 1978, proposes scrapping the existing regional advisory councils and former area training organizations, and setting up single regional councils in their place.

The new councils would have much wider powers than the existing machinery, including planning, co-ordination, consultation and advice. They would also be expected to bring the universities within their consultative and planning procedures.

In NATFHE's view, a revised system would be more able to create "a comprehensive system of further and higher education" which would expand the Robbins principle.

The document goes on: "This can best be achieved by the unification of all post-16 education under a single statutory system. It would incorporate what are now school sixth forms and sixth form colleges —which could remain in their present premises—further, higher and adult education".

The document is highly critical of Department of Education and Science projections of future demand for higher education. The DES estimates, the document says, rely heavily on demographic predictions but ignore a range of educational, social and manpower trends which can be expected to boost demand.

These include the increasing proportion of young people staying on in sixth forms and going on to further education; increasing demand from mature students and women and that resulting from new patterns of unemployment.

Another source of dissatisfaction is what NATFHE regards as the unfair treatment public sector higher education has received at the hands of the research councils.

'Postage stamp' research funds attacked

by Clive Cookson
science correspondent

Professor Hans Kornberg, distinguished Cambridge chemist, turned his Leverhulme Memorial Lecture at Liverpool University last week into a plea for more resources to be devoted to basic scientific research, especially in the biological sciences.

Since the affluent 1960s the financial pendulum has swung far away from basic research, "Its action must be reversed if is not to cause possibly irreparable damage", said Professor Kornberg, who is Sir William Dunn professor of biochemistry at Cambridge.

Every inhabitant of the United Kingdom was currently supporting basic research in science, engineering, medicine and agriculture through his or her taxes with an average weekly sum that usually no more than a first class postage stamp.

Comparison with other Western European countries showed that Britain had now slipped behind in research expenditure in all fields except defence where we are at the top, he said, and where half of the billion pounds spent by the British Government on research and development goes.

Professor Kornberg reminded his audience that the implementation in 1972 of Lord Rothschild's "customer-contractor" principle had drastically reduced the funds available for the agricultural, medical and natural environment research councils to deploy as they thought best. But that was not all: "Their [sic] been increasing pressure to spend also the remainder in accordance with nebulous "national needs".

An American investigation of the history of five important practical innovations in medicine, physics and chemistry showed that in each case 70 per cent of the key papers in science and technology literature that led to them reported basic research. Only 20 per cent were "mission oriented".

Another analysis of the types of research that led ultimately to important clinical developments concluded that "basic research pays off in terms of key discoveries almost twice as handsomely as other types of research and development combined", said the professor.

Warning that job appeal could mean end of BEd

by Bert Lodge

The BEd degree might peter out before the end of the 1980s, Professor Roy Niblett, emeritus professor of higher education at London University Institute of Education, warned on Saturday.

Addressing a conference of the Society for Research into Higher Education on the value and prospects of the new BEd, Professor Niblett said he was alarmed to hear Mr Ian Butterworth, HMI for teacher training, say that no more than half of BEd students stayed for a fourth year to do honours.

"If that is so a large majority of students with a BA or a BSc will have an honours degree and they will appeal very favourably to public opinion for employment", he said.

"And once you allow that, prospects are poorer for the BEd than for the BA or BSc and will reflect on the quality of students we will be able to attract to it."

Professor Niblett also pointed out that if the chance of transferring to secondary schools—where this was having to take place—was poorer for the BEd student this would also be a disadvantage to recruiting.

Further, if polytechnics had places to spare for recruiting BA and BSc candidates—and if school careers officers knew this—it would amount to an additional element favourable to the BA and BSc against the BEd.

"And all these factors together and the recruiting of students for the BEd becomes the recruiting of a few outstandingly good people, but the majority of lower ability. This will surely lead to the tailing-off altogether of the BEd degree by the end of the 1980s."

Mr Butterworth said he would not want to disagree with what Professor Niblett had said. But it had to be asked what proportion of BA and BSc holders would want to go into primary schools. At present it was small.

From the careful but informal monitoring of the new BEd degree by HM Inspectors, Mr Butterworth said it appeared that such issues as the teaching of mixed ability or vertical groups was receiving scant treatment in the professional studies component of the course.

"You can't include every element. Besides, one reason against including them is the paucity of examples and of suitable experience in the field."

Until the inquiry beginning this term into what the precise staffing needs of secondary schools were, it would be irresponsible to say what the prospects of the degree would be, Mr Butterworth said.

Outlining the strategy followed at his former college, Didsbury, to evaluate the degree, Mr Robin Alexander, now of Leeds University School of Education, said that giving wide freedom of choice to students did not seem to result in their building nonsensical programmes for themselves. The traditional pattern of main and subsidiary subjects was usually maintained.—*TES.*

Oxford co-ed flood swells

Oxford University's hope that there would be an orderly progression of colleges becoming co-residential seems to have been a vain one.

By October, 1979, 14 more men's colleges and two more women's colleges will be admitting both men and women students, leaving only seven of the 28 undergraduate colleges single-sex—four men's colleges; Christ Church, Merton, Queen's and Oriel, and three women's, St Hilda's, St Hugh's and Somerville.

The 16 which will invite applications from both men and women in 1978 are: University, New, Corpus Christi, Trinity, Worcester, Balliol, Exeter, St John's, Pembroke, Keble, St Edmund Hall, Magdalen, Lincoln, St Peter's, Lady Margaret Hall and St Anne's.

The co-residence "explosion" is expected to result in more women applying and in the present proportion of women rising from 27 per cent to something much nearer the national average of 36 per cent.

It is also expected that for the 1979 admissions, there will be about 2,000 undergraduates entering the mixed colleges, with 400 places available in men-only colleges and 320 in women-only colleges.

In March, Hebdomadal Council said it no longer wanted the responsibility of deciding which colleges should be the next to go mixed. Five men's have been admitting women since the co-residence experiment started in 1972—Brasenose, Wadham, Jesus, St Catherine's, and Hertford. Council also urged the desirability of an orderly process of change.

Discussions have been going on under the auspices of the management committee of the Admissions Office. One idea was that another group of colleges should go mixed in 1979, with the rest doing so in, say, 1983.

In the meantime, Lady Margaret Hall and St Anne's announced that they intended to admit men in 1979, and it became clear that the idea of limiting the number to go mixed in 1979 was not universally accepted.

However, it was important to make sure that the change should take place in as orderly a way as possible. This, it is expected, will be achieved by re-organising the groups of colleges which collectively conduct their admitting operations.

Principal defends value of degree

A university degree was still a badge of honour, said Sir Fraser Noble, the principal at Aberdeen University's graduation ceremony last week. Though the number of universities and the number of degrees awarded had increased so greatly, the value of a degree had not fallen like the value of the pound.

Students had to work hard, in some subjects harder than before, because of the expansion of human knowledge. The options open to them had increased and educational facilities of all kinds had grown. The library was better stocked than it had been in his student days, it had been complemented by a superb television service and by a range of equipment held in departments; in addition, the university offered a wealth of social and recreational facilities.

Unemployment among young graduates, serious as it was for many, was not so bad as that among young people who had no higher qualifications. The careers service had produced encouraging results: a higher proportion of undergraduates was now registering with the service than in the past. At the end of 1976 only three of the 44 British universities had a better record in placing graduates in employment.

In the North Sea oil industry the speed of technological change has begun to demonstrate the superiority of the British-educated engineer when adaptability in the face of new problems was called for. There was a need to apply Britain's advantage in fundamental knowledge and to devise systems of training in industry which would bring the best out of graduates and not leave them stifled and frustrated. The university could and must increase its contribution to continuing education.



The fierce sport of buzkashi high in the foothills of the Pahir mountains, Afghanistan, is captured in this photograph currently on show at the gallery, Southampton University. It is one of many by Gwendoline Palmore captured during two years of wandering in Africa, the Middle East and among the Uzbeck tribesmen of Afghanistan.

Dr Brosan intervenes in Vyas case

by Sue Reid

The social work student at North East London Polytechnic who has allegedly not passed normal selection procedures has been withdrawn from course tutorials and seminars with lecturers who oppose his enrolment by Dr George Brosan, director of the college.

This latest move in the long-running dispute between the polytechnic, its three funding authorities and the Central Council for Education and Training in Social Work coincides, ironically, with a decision by social work staff at the college to retract their original pledge not to teach Mr Suresh Vyas, an education welfare officer with the London borough of Newham.

The college's academic board was due on Wednesday to consider formally ratifying Mr Vyas's enrolment in the face of opposition from the Faculty of Human Sciences at the polytechnic which is against such a move.

A letter from the CCETSW resigning their firm opposition to Mr Vyas's place on the Certificate of Qualification in Social Work course was also expected to be considered by the academic board. This claims that because Mr Vyas was not judged suitable for social work training by the council he could not be admitted to a recognized course leading to the CQSW award.

Mr Vyas was refused admission to the social work course earlier this year after being interviewed by a special panel, including CCETSW representatives. The decision provoked the three funding authorities, which include Mr Vyas's employing borough of Newham, to order the course's closure.

But following a High Court decision, secured by NELP's students' union, that the course should be reopened, Mr Vyas was allowed to enrol. Staff, however, pledged not to teach him.

In a statement issued this week they said: "Dr Brosan has withdrawn the Newham education welfare officer from all social work teaching situations. The polytechnic is attempting to cope with this impossible situation by ad hoc measures that fall short of total withdrawal of this student."

A staff spokesman said that Dr Brosan's ruling allowed Mr Vyas to attend lectures given by "outside" sociologists and psychologists which announced to 25 per cent of the course. He added: "The more the polytechnic tries to salvage the mess it has been party to creating the more it places in jeopardy social work education as NELP.

"The polytechnic is inviting non-recognition of its social work courses by CCETSW. This situation continues to leave the tutors anxious about the immediate future of the course concerned and about social work education in the colleges as a whole."

Following talks between Dr Brosan and the social work staff when it was agreed that Mr Vyas should be withdrawn from direct teaching situations, a letter has been sent by the polytechnic to the National Association of Teachers in Further and Higher Education conceding that staff have acted in accordance with the selection procedures laid down by CCETSW in conjunction with the college.

Views on N and F levels sought from universities

Universities are being asked to marshal their views about the Schools Council proposals for Normal and Further level examinations to replace A level.

The Standing Conference on University Entrance has already approached bodies concerned with the teaching of various subjects in universities to explore the degree of consensus about syllabus content.

The aim is for small working parties to prepare a draft core syllabus which can be submitted for approval to a conference of university heads of department.

The exercise is part of SCUE's attempt to investigate the common core that needs to be covered in the sixth form to enable degree work to continue as at present.

The conference wants to begin with the syllabus content which universities consider essential and see whether these requirements can be met by N and F levels.

This term the Schools Council is distributing the reports of its syllabus steering groups and specimen syllabuses to universities.

UGC checks on costly equipment

Universities have been asked to supply details of any costly items of equipment in their possession to the University Grants Committee.

It is trying to establish an inventory of all such items which will help further its policy of encouraging cooperation between universities.

The policy has become necessary because of spending cuts which have affected grants for equipment in universities.

Schoolmasters in staunch defence of sixth forms

by Maggie Richards

An attack on expansion in further education and tertiary colleges has been made this week by Britain's second largest teaching union, the National Association of Schoolmasters-Union of Women Teachers.

In a new policy statement, the association maintains that school sixth forms have a major contribution to make in the post-16 area of education. And it suggests that there may be a place in the sixth form curriculum for courses leading to Ordinary National Diploma and Ordinary National Certificate qualifications—traditionally the preserve of further education.

The statement maintains it is essential that all secondary schools retain a sixth form. This view has been backed by an assertion from the assistant general secretary, Mr Fred Smithies, that a policy of providing sixth forms at some schools but not others would lead to "educational slums".

The NAS-UWT document argues that developing sixth forms in schools will be far more cost-effective than allowing growth in further education or tertiary colleges.

The forthcoming decline in pupil numbers will allow expansion in the sixth-form area, it says. And to increase the number of academic courses in further education at a time when spare places are likely to be available would be wasteful.

The document also calls for a "radical revision" of sixth-form studies and emphasizes the need to continue to make links between schools and industry.

Linked with such an approach there would probably be the need to broaden the school examination pattern.

To allow each secondary school to maintain a viable sixth form the document suggests a consortium system; each sixth form would provide a core of popular subjects courses in more specialised areas would be shared out between schools with pupils being transferred on a full-time or part-time basis.

Educational Provision for Pupils Aged 16 to 18 Plus, NAS-UWT, Hillscourt Education Centre, Rednal, Birmingham.

Aberdeen occupied in shares blacklist dispute

Students at Aberdeen were this week occupying administration buildings in the second week of a protest aimed at forcing the university to dispose of its shareholdings in 16 companies alleged to have interests in South Africa.

About 300 students occupied the administration block last week after a meeting of the students' representative council rejected an invitation from the principal, Sir Fraser Noble, to take part in a committee review of the institution's business interests.

Mr Neil Stuart, president of the students' representative council described the invitation to join the committee as "an invitation to join a talking shop designed to shift the momentum of our campaign". He said the occupation would continue until the university agreed to sell its shares in the blacklisted companies.

But Sir Fraser Noble, the principal, said this week that there could be no question of discussing the matter with the students until they ended their occupation.

Mr T. B. Skinner, the university's secretary, said that the university had already sold its shares in the only company with major interests in South Africa. The firms named in the blacklist included such organizations as British Petroleum and Shell.

Cambridge fight begins over assistants' tenure

by Judith Judd

Academics in Cambridge have begun a fight to end the system of limited tenure for the university's assistant lecturers and demonstrators.

Members of the Cambridge branch of the Association of University Teachers are pressing for the change because they say the assistant lecturers' terms of employment are worse than those in similar institutions.

In a memorandum the AUT says Cambridge's international standing depends on the presence of outstanding academics but limiting the tenure of assistant lecturers to five years does not help.

The memorandum, however, has been turned down by the university's general board which argues that the present system should remain, with one amendment which would allow people to be appointed for three years instead of five.

The board says there is no evidence of a lack of applicants for these posts and it is not uncommon to receive applications from people who hold appointments with tenure at other universities.

It refutes the view that the posts are retained because they provide a source of cheap labour at the expense of younger academics who are compelled to accept substandard conditions as the price of working in Cambridge.

It says that "the principal justification for their retention is that they provide an invaluable source of new and changing ideas and academic training at the highest level for the holder".

The system in most universities is that lecturers are appointed on three years' probation and are given advance warning if they are not to be kept on.

Mr Peter Wallington, personal assistant officer of the Cambridge AUT, said this week that elsewhere the only criterion for upgrading was academic credentials. In Cambridge the spread of subjects being taught in particular departments and the merits of people in other subjects also affected the decision. Nor was there any appeals procedure.

The General Board report says that the AUT criterion for the confirmation of someone in office—"reasonable competence and diligence in whatever lecturing may be called for together with reasonable achievement and prospects in research"—is a recipe for mediocrity.

Next week the board will start to compile a rebuttal of the arguments against its report and, if it fails to change its mind, AUT members will call for a ballot of the Regent House in January.

Universities get encouragement on training courses

An increase in universities' involvement in professional training is inevitable and desirable, Sir John Habakkuk, principal of Jesus College, Oxford, said this week.

Giving the Alfred Watson Memorial Lecture at the Institute of Actuaries he said: "There is a distinction between education and professional training but it always is a fuzzy distinction." Changes in the knowledge necessary for many professions had made it a very fragile guide for action.

One of the great mistakes in the organization of the British higher education system in this century had been the creation of the binary system, based on the idea that universities were places for learning, not training. This was alien to the traditions of universities in the West which owed their origins to the need to educate and train lawyers and doctors.

One reason why universities should become deeply involved in professional training was the increasing need to extend arrangements for bringing the expertise of the professions up to date.

Such involvement was also to their advantage since many students of high intellectual ability worked best when they could see the applications of the knowledge they were acquiring.

Sir John believed it right that there should be several avenues into the professions and that each university should resolve the tensions between educational and vocational elements in its own way.

Earlier, he spoke of some of the misgivings which people had about the universities' growing part in training. These included the fear that such developments would sap their vitality and render less useful to the professions in the long term.

Another fear was that courses would become so preoccupied with immediate needs that they did not take into account larger issues. In addition there was the worry that the professions would require students to commit themselves too early in life to one particular goal.

1,000 lecturers work to rule over conditions

Lecturers in Liverpool this week embarked on a work-to-rule in protest at the failure of the local education authority to implement a new agreement on conditions of service.

But the city's education committee intends to dock the pay of lecturers taking action, though the decision has yet to be ratified by the city council, which meets next month.

More than 1,000 lecturers at eight further education colleges, four colleges of higher education and Liverpool Polytechnic are involved.

Their union, the National Association of Teachers in Further and Higher Education, claims its members are contractually entitled to the benefits of the agreement.

Members resumed their work-to-rule on Monday, after earlier protest was suspended during the summer in the hope that Liverpool's education committee would agree to implement the terms of the new agreement.

So far the NATFHE's two main strategies have been to tell members to undersell only the 21 teaching hours in the proposed new local agreement, instead of the 23 hours demanded by the l.e.a.; and to refuse to supervise the classes of colleagues absent for more than three days.

The union maintains that Liverpool entered into a local agreement about conditions of service in 1975, in line with a national agreement.

The provisions of the agreement were to be introduced in stages, and to be implemented fully by September this year. But the union says the l.e.a. has now gone back on the local agreement by refusing to implement any of the improved conditions.

Mr Miller assailed on 'Marxist bias'

Sociology students at the Polytechnic of North London have called on the college's governors and academic board to dissociate themselves from the decision of the director, Mr Terence Miller, to call in last year's sociology finals papers to examine them for "Marxist bias".

The Council for National Academic Awards was asked earlier this year to vet the sociology course for Marxist bias and is expected to report shortly.

At a meeting last week current sociology students at the polytechnic accused Mr Miller of "an outrageous smear tactic".

A polytechnic spokesman said that Mr Miller was within his rights to recall the examination papers.

Change, not growth, to be keynote in polytechnics, Dr Tolley warns

Polytechnic staff were warned last week to expect a long period of blocked promotions during which job rotation will be the only way of preventing academic stagnation.

Dr George Tolley, principal of Sheffield City Polytechnic, issued the warning at a London conference on staff development organized by the Association of Polytechnic Teachers. Because of the financial crisis, he said, polytechnics were subject to "a premature middle age".

He went on: Growth has stopped, pretty well, but change has not. The infusion of new blood is minimal and we must depend upon internal processes of rejuvenation or expect decay to set in. It is not merely that fewer appointments are on offer, although that is certainly the case.

"It is that differentials between grades do not make it worthwhile moving and if two salary earners in a home are to be catered for in a move, the difficulties are sometimes insurmountable".

Lack of mobility in the polytechnics was not solely a result of the financial crisis but also of the age structure of teaching staff, Dr Tolley said. In March 1975 51.7 per cent of polytechnic staff were below the age of 40, compared with 44 per cent for all further education establishments. Of these, 37.9 per cent of full-time staff were below the age of 30 and earned less than £5,000.

Increases in polytechnic establishments could also be discounted, he added. "Even if we adopt an optimistic view of possible expansion of student numbers in higher education into the 1980s and 1990s, we must not assume increases in staffing ratios, which mean a virtually static total number of staff".

To avoid stagnation polytechnics would have to develop imaginative staff development programmes, including job rotation. By this I mean something much more basic than merely shifting around the minor administrative chores. I mean major shifts of teaching responsibility, spells as head of department, changes in major responsibilities for the direction of courses".

Mr N. G. Reece, chairman of Avon education committee and Bristol Polytechnic, was also pessimistic about the prospects for polytechnic expansion. He warned that whatever new system of finance the Oakes committee on higher education management came up with "the financial causes will still be on us".

He advocated an interchange scheme between lecturers and industrial managers to give both sides a keener understanding of each other's practical problems and requirements, and to counter the effects of blocked mobility.

Just how much work polytechnics had still to do on staff development was spelled out by Miss Harriet Greenaway, assistant academic registrar at the Polytechnic of North London. Quoting from an unpublished survey, she said that only 11 polytechnics claimed to have a staff development policy. Four said that one was under consideration, but many admitted that staff development was "not considered specifically".

First environment conference fears surfeit of courses

by Clive Cookson
science correspondent

University and polytechnic teachers of environmental studies gathered in the Institution of Environmental Sciences in London last week for the first national conference on environmental higher education.

Main areas of concern were the proliferation of courses, employment prospects of environmental graduates, the difficulties of integrating teaching and assessment, and the problems caused by students' mixed entry qualifications.

The first day of the conference was devoted to university degree courses and the second to Council for National Academic Awards courses. Some university representatives were particularly anxious about the number of new environmental science courses still springing up, feeling that they threatened the intake to their own courses and the chances of their graduates obtaining environmental jobs.

It was suggested that the institution might be able to freeze the number of environmental science departments at its present level or give courses some seal of approval. But the secretary, Dr John Potter, who is principal of Farnborough College of Technology, said he doubted whether the institution should adopt such a role.

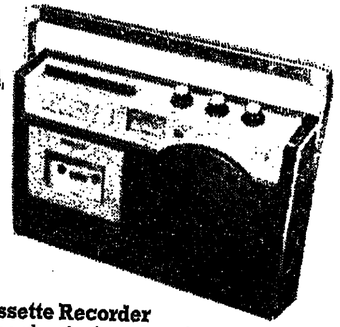
Employers' representatives, for example from oil companies, who attended the seminars were encouraging about the demand for environmental science graduates. Those from broadly-based courses were valuable as generalists, those from specialized courses, such as environmental health and engineering, were necessary specialists.

Among recommendations given to the conference to the Institute of Environmental Sciences were: a committee should be set up to undertake information work obtained by environmental graduates; a data bank about environmental field work should be set up; courses should be publicized more effectively, both for potential students and for employers; a single booklet listing and describing university and polytechnic courses should be produced; lists of suitable external examiners should be circulated; short courses and meetings on environmental education should be held at least once a year.

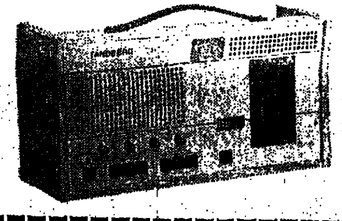
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OU course to benefit clergy

The Open University is to be asked for help with organizing courses for part-time clergy.

The move comes from the British Council of Churches, which is interested in using the university's distance learning techniques—including radio and television programmes—to instruct the increasing number of part-time pastors. The council also feels such courses could appeal to a large number of lay people. It is hoping that discussions can be arranged with Open University officials to examine the feasibility of the plan.

Mr Martin Conway, secretary of the council's division of ecumenical affairs, emphasized this week that the proposal was still at very early stage. The council has yet to approach the university and it is expected a letter will be sent out shortly.

An Open University spokesman said: "We are looking forward to hearing from them. Whether we would be the appropriate body for the council to collaborate with in the training of auxiliary pursuits would have to be looked at carefully."

UKCOSA takes on more staff

The United Kingdom Council for Overseas Student Affairs has expanded its secretariat under a new scheme to tackle the growing problems of overseas students studying in London.

The move is in line with a recommendation by the British Council and UKCOSA liaison group which acted in response to a full investigation into provisions for overseas students in Greater London completed in 1975.

Existing activities of both the UKCOSA and the British Council in London will be strengthened through the new scheme which is, they say, in recognition of the fact that nearly 50 per cent of the overseas students in Britain are concentrated in the capital.

Liaison between both bodies and the Inner London Education Authority, the outer London boroughs and overseas student representatives in institutions will be intensified under the new initiative.

Merger finalised

Arrangements for merging Teesside Polytechnic with the Teesside College of Education were finalised this week after Cleveland's education committee confirmed the appointment of three principal officers for the new institution.

Dr John Houghton, director of the present polytechnic, will remain as director when the merger is completed in September 1978. Kenneth Holmes, acting principal of the college of education, will become one of the new polytechnic's three assistant directors.



Bakke backlash halts grants to minorities

The Bakke "reverse discrimination" case (*TIHES*, October 14) has seen reverberations throughout the whole country, and especially in California, where it began. The 19 campuses making up the California State University and colleges have now been advised by their lawyers that in the light of the Supreme Court case they should no longer take part in a national scholarship programme for minority engineering students.

The money comes from a private non-profit organization in New York, which this year will award scholarships to more than 900 black, Hispanic and American Indian students. At present some 58 students in the California state system hold these awards. Although some 75 universities throughout America take part in the scheme, California state lawyer believes it unconstitutional because it selects participants solely on the basis of race.

The fund is now negotiating with a private agency in Berkeley to administer the programme temporarily. The president of the scholarship fund said the California State system was the first to withdraw from the programme.

Meanwhile, the University of California, the nine-campus institution that is defending itself in the Bakke case, made a change in its policy this year to allow it to take part in such programmes. Under the old policy, the university could not administer funds that were restricted on the basis of race, colour or religion. Now the university will make an equal amount of money available to others, so that the scholarship scheme is not restricted.

But the Bakke case has also stirred debate on another issue that has been troubling the University of California for some time: the need to raise admission standards. Last week the university regents considered a plan approved by the administration and teaching staff to tighten up its entry standards.

At present the university takes the top 12.5 per cent of the State's high school leavers, under California's Master Plan for Higher Education adopted in 1960. Other students have the opportunity to go to the 19 State universities.

The Master Plan allows the University of California to take applicants with a 3.1 grade average (slightly more than a "B") or better. They have also to have the requisite number of years of English, history, mathematics, science and a foreign language.

Last year, however, a study found that because of grade inflation and falling standards the university was now getting the top 14.8 per cent of the pool, not 12.5. The university wants to reduce the pool and also improve the preparation of applicants.

So it proposed including applicants' scores on the Scholastic Aptitude Test in its admissions criteria, requiring a fourth year of high school English instead of the three now needed, and giving all applicants a mathematics achievement test.

These suggestions have been criticized because of the effect they might have on reducing opportunities for minority students. In particular, it is said that the Scholastic Aptitude Tests are culturally biased against blacks and other minority students.

The new formula devised by the university to ensure that there is no retreat in its commitment to the intake of minority students sets the SAT scores alongside class grade averages, and gives six times as much weight to class averages.

The university will also continue a scheme to admit up to 2 per cent of its new students through an education opportunity programme that disregards high school grade averages. A further 2 per cent will still be admitted as hardship cases, athletes and others who do not meet traditional criteria.

Mr Califano aims to cut educational red tape

Mr Joseph Califano, Secretary of Health, Education and Welfare, has launched "Operation Common Sense" to reduce the bureaucracy of his sprawling department.

He has ordered a five-year effort to review and rewrite the department's regulations "to make them clearer and less burdensome and to eliminate rules that are ineffective or outdated".

The project will look at all previously written regulations to see which have outlived their function and should be scrapped. It will also include a thorough review of the way new ones are developed.

Mr Califano said he was doing this in response to President Carter's call for more comprehensible government regulations. Those written for HEW over the past 25 years fill 6,000 pages in 13 volumes of the Code of Federal Regulations. More than half the pages have been filled in the past eight years.

Anyone who has encountered a rule that has "perverse effects, a confusing form, an unfair requirement" laid down by HEW, may write to Operation Common Sense, telling them what should be changed. Mr. Califano is also writing to members of Congress, Governors, mayors, university presidents, school officials and others to ask their advice on what regulations are most in need of revision, and which are the most burdensome and confusing.

Mr Califano said he was convinced that "our regulations today have become a Kafkaesque labyrinth that makes little sense to anyone—the people who write the regulations, the people who administer them, or the people who must comply with them".

The Secretary also told his staff to consult people affected by regulations before they were drawn up, not afterwards.

"Endless rounds of argument, negotiation, clearances, and reclearances must end," he said.

Mr Califano's concern over the bureaucracy is not unique. Higher education institutions in America have been complaining that the massive increase in forms and regulations in recent years represent one of the greatest threats to their own existence, and account for a sharp rise in university administration costs.

Mr David Mathews, Mr Califano's predecessor and now again president of the University of Alabama, was equally determined to tackle the question of paperwork. In his last few months of office he drew up an elaborate plan for streamlining and simplifying HEW operations.

Mr Mathews believes that his plans to streamline HEW were ready to be put into effect "at the flick of a switch". They never were as President Ford's government came to the end of its term before action could be taken. But higher education associations were pleased with the recommendations of Mr Mathews' Interagency Task Force on higher education, and are therefore likely to welcome similar proposals from his successor.

In the first of three articles on diversity in American higher education, our correspondent looks at pressures on the campuses to conform

Spotting the difference

It is a commonplace of pundits on American higher education that the system is diverse and diversified that nothing can be defined about it without there being an exception somewhere.

Though that statement itself seem to disprove the premise, it is true that it is difficult to generalize. There are over 3,000 colleges and universities, ranging in size from a few hundred students to multi-campus institutions of over 100,000. The standards, aims, affiliations, organization, racial composition, wealth and prestige are sufficiently varied to make it hard to distinguish a prevailing university view or interest on anything of importance.

This very diversity is often cited as being the strength of the American university system. There is always somewhere experimenting, somewhere healthily out of step with the ruling fashion. Many a bureaucratic battle has been fought in the name of maintaining diversity, and many a researcher or administrator has been frustrated by the lack of any overall pattern.

But is this diversity still as marked or as valuable as it is claimed? There is evidence that American universities and colleges are steadily becoming more and more like each other. A few generally accepted patterns of organization and activity have evolved, and there are growing pressures on all institutions to conform to one or other of the models.

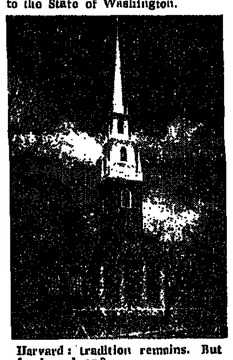
Colleges and universities may not wish to take after stereotypes, but the pressures are strong. The most insistent are economic: at a time when university budgets are tight and there is no sign that money will ever be as plentiful as it once was, university administration is being centralized and rationalized in the name of efficiency, those administrative structures which have proved most efficient are being introduced into entire state university systems. Individual campuses which do not fit into the pattern are subject to procrustean solutions.

Rationalization at State level is complemented by rationalization at Federal level in the award of research grants. Top contracts go to those places that produce the best results and whose facilities, staff, methods and organization are known to the granting bodies. Universities competing for funds tend to emulate those that have been favoured in the past. The community of scientists and researchers may value the innovative; but bureaucrats are wary of the "odd-ball".

Of almost equal importance are Governmental pressures to conform expressed in the form of a labyrinth of regulations. The demand for accountability, the exigencies of affirmative action, regulations on health and occupational safety, student loans, building codes, tax, employment, the handicapped, the environment and a host of special programmes voted by Congress have left paths through the maze. Universities that set out to do things differently soon run into a wall of Government regulation.

Another powerful force limiting diversity is the courts. As American society grows ever more litigious, the courts play an increasingly active role in determining educational policy. Universities throughout the country are obliged to take note of, and usually comply with, numerous judgments—be it the rights of students and teachers, what should be included in a prospectus, the provision of sports facilities, the funding of student groups, the right to privacy and so on. Legal precedents apply to the smallest or the largest institution, public or private, blocking some avenues of independence while suggesting uniform methods of complying with the law.

Then there is the influence of the consumers, the students being educated. American society is increasingly homogeneous. The vast differences of geography and history have been overlaid with a powerful commercial uniformity. Business, advertising, the media all promote a lifestyle and expectations that are recognizably similar from California and Maine, Florida to the State of Washington.



Harvard: tradition remains. But for how long?

The kind of education demanded by business and industry in modern America is therefore very similar throughout the country, and students' expectations from education, both in terms of job qualification and cultural satisfaction, are also increasingly similar. Students, and through them the general public, have come to expect certain things from universities—in terms of academic offerings, teaching methods, extra-mural facilities, standards and general lifestyles.

This expectation has created strong pressures on all universities, especially the public ones, to be "typical", to teach what is generally taught, accept standards that generally prevail, and respond to their local communities in a way generally expected of them. On top of this a prevailing egalitarian ethic among many students, legislatures and university lecturers has persuaded administrators that all sections of a university should be treated equally: money should not be spent strengthening good departments while ignoring the more urgent pleas of weak departments.

The need to be typical is reinforced at both ends of the undergraduate career. At a time when the pool of college-aged students is drying up, universities are making extra efforts to attract students from beyond their immediate surroundings. They have therefore to offer courses that are generally in demand and cater to an increasingly mobile population. At the other end of the scale, they have to prepare students for professional examinations, higher degree courses and the demands of business, giving their graduates the best opportunity at a time when graduate-type jobs are not keeping pace with the output of graduates, and the validity of a college degree can no longer be taken for granted.

In a rigidly centralized system, it would be possible for each university component to concentrate on its chosen speciality, so that together the diverse elements produce a balanced system of higher education. But America never has been centralized, and the market forces now insist on this balance at the lowest level—that of the individual institution.

All this does not mean that every American university is now like every other. There is still a great difference between the small, struggling single-sex liberal arts college in the country, the prestigious private research university and the multi-campus State university. But the differences are diminishing, the lines between public and private, church-related and lay, ancient and modern, are becoming blurred.

Next week: National control of education: is it possible in America?

Court to rule on press freedom appeal

The United States Supreme Court is to decide whether the police in Palo Alto, California, violated the freedom of the press when they raided the offices of the campus newspaper at Stanford University, the *Stanford Daily*.

A lower court has said this action infringed the First, third, fourth Amendments to the American Constitution, and presented "an overwhelming threat to the press's ability to gather and disseminate news."

The raid was made six years ago by four policemen with a search warrant who were looking for photographic evidence to use against participants in a demonstration.

It was the first occasion in American history that police had got a warrant to search a news organization for evidence, according to the paper's lawyer.

In 1972 a California court said the police should use the "least drastic means" when seeking evidence from suspects. In this case the police had obtained a search warrant, giving the paper no advance warning, instead of a subpoena.

Appealing against the decision, the police said it would severely restrict the instances in which a warrant could be obtained in "non-suspect" cases.

Most mature students 'would prefer shorter courses'

Only 4 per cent of Americans would pursue a baccalaureate degree if they went back to college, according to the results of a new Gallup Poll.

Most of those surveyed would go back to a two-year community college (21 per cent) or a vocational school (27 per cent). Only 25 per cent would go to a four-year college or university, and 10 per cent to local high schools.

The poll, commissioned by the American Association of Community and Junior Colleges, found that about half those going back for further education would do so for personal improvement or enrichment; 11 per cent would attend classes that helped them get a different job; and 17 per cent would take classes that would help them advance in their present job.

Community colleges are pleased with the results of the poll, saying that they show these colleges figure prominently in the minds of people interested in educational renewal. And indeed many colleges have made cultural and personal enrichment, job training and job upgrading a central part of their programmes.

But the poll also shows some misunderstanding of this most rapidly growing sector of American higher education. Almost half those asked thought that the main role of community colleges was to provide preliminary academic training, so that students can go on to a four-year college or university.

This was one of their functions, especially in California, but it is generally less important than occupational education. More than half the four million people studying in American community colleges are in occupational programmes.

Community colleges also include as many or more students in community service and adult education as they do in credit courses. The colleges expect adult education to be an important area of growth in the next few years.

The poll showed that 39 per cent of the respondents believe the community colleges provide good quality education at reasonable cost. About 20 per cent thought the quality was not up to scratch.

Finally, most of those asked said they would expect to pay the costs of any further education out of their own pockets.

Scandinavia

Graduate jobs' outlook poor

from Mike Duckenfield

STOCKHOLM

Graduate unemployment in Norway and Denmark has reached new heights and threatens to get worse. Recent reports show that more than one in seven Norwegians graduating and seeking jobs in spring last year were still unemployed six months later, while 12 per cent of Danish graduates were jobless this August.

Figures published by the Oslo-based Institute for Studies in Research and Higher Education show that 14.7 per cent of graduates seeking employment were without jobs compared to 13.8 per cent the year before. The proportion out of work has increased each year since the Institute's first survey. In 1972, when only 6.4 per cent failed to find work.

Altogether, 1,398 of the 2,072 graduates sought work. Overall figures show that 58 per cent were employed six months after graduation while 23 per cent continued studies and 7 per cent began their military service.

There were marked differences in employment rates between those graduating from district colleges, those taking the five-year Bachelor degree (Cand Mag) and those spending an additional two to three years to gain a Masters' qualification (Cand Philol. and Mag Art).

Of higher degree graduates seeking work, 11 per cent were unemployed, compared with 7.4 per cent the previous year. At the lower level, the equivalent figures were 26.2 per cent, and 19.6 per cent, while those for district college graduates were 21.3 per cent, and 29.4 per cent.

Overall, the worst affected were sociology and political science students, of whom 24 per cent were jobless, arts graduates (19 per cent) and those who had studied law (15 per cent), economics and engineering (14 per cent), and agriculture (12 per cent). Only two groups—architecture and business administration students—were more, rather than less, successful in finding work compared to the year before.

Much of the decline in the prospects for lower degree holders is due to the worsening position of arts graduates. While as many as 85 per cent are today employed in education—mainly in secondary schools—only 60 to 70 per cent will be by 1985, when it is estimated that between 4,000 and 6,000 arts graduates will have to be employed outside teaching against only 1,000 at present. By 1990 the number could be as high as 10,000.

High graduate unemployment is also having an effect on recruitment to university and college; the number of first-year students dropped last year for the first time in a decade. Although there were only 330 fewer entrants (equivalent to 3.4 per cent of the total), big increases in law, theology and engineering helped mask a decrease of 25 per cent in the arts and one of 11 per cent in the social sciences.

Another important factor affecting recruitment is wages. During the year ending November last year, salaries for new graduates with a higher degree increased only 8 per cent compared to a 16.3 per cent rise in hourly wages for male workers in industry. Over the past four years, wages for male workers have risen 83.3 per cent, and those for the new graduates by 52.9 per cent.

In Denmark, unemployment increased from 8 per cent in January to 10 per cent in June before reaching its present level with the influx of this summer's graduates onto the labour market. The national professional workers' union, *Akademikernes Centralorganisation*, warns that these estimates may be misleadingly low due to the "hidden" number of women staying at home rather than registering for work.

Worst hit are architects, of whom one in three are without work, and psychologists (29 per cent jobless). Other groups include lawyers and economists (16 per cent) and those with Masters (Magister) degrees (15 per cent), while the Librarians Association currently has 500 of its 2,800 members on the dole. The only exception to the worsening employment trend is civil engineers, of whom only 5 per cent are unemployed.

The prospects are poor. The Education Ministry estimates that, unless there is a 14.8 per cent annual growth in intake into private enterprise during the next decade, there will be 100,000 highly educated unemployed by 1990.

South Africa

Boost for nuclear research

from Martin Feinstein

CAPE TOWN

South Africa's first open-sector nuclear accelerator, to be built by the State-run Council for Scientific and Industrial Research over the next six years, is expected to provide a major boost for nuclear and medical research.

The new accelerator or cyclotron is to be built near South Africa's first nuclear power station at Melkboschstrand, near Cape Town. The construction follows the Government's approval of a recommendation for a National Accelerator Facility (NAF) put forward by the South African Institute of Physics.

The Institute recommended that a high-cost multi-disciplinary accelerator be built to satisfy the needs of nuclear and medical researchers, cancer therapy and the production of isotopes for researchers here and overseas.

They argued, successfully, that the high cost would be justified by the wide range of services that would be offered. For example, the installation, centred around a 200-MEV open sector partical accelerator, will enable proton radiography (a highly sensitive test for cancer) and the production of certain special isotopes for research to be undertaken for the first time.

The NAF is to be planned and advised by the Council for Scientific and Industrial Research in Pretoria, and is expected to be in operation by late 1983.

The accelerator will replace a smaller one built by the CSIR near Pretoria in 1950. It will also put South Africa in a class with the United States, the Soviet Union, West Germany, Switzerland and France—the only other countries having such equipment.

Mexico

Too many apply

The National University of Mexico is rejecting the applications of at least 30,000 freshmen for the autumn and winter semesters because of lack of classroom and professorial facilities.

Of the 87,000 applicants 70,000 will be permitted to take entry examinations, but only 40,000 will be admitted.

The giant university has 260,000 students, 18,000 academics and 14,000 other staff.

New Zealand

Inflation hits value of UGC allocations

from Lindsay Wright

WELLINGTON

Rising costs and the trend of student enrolments have given the University Grants Committee concern as it has reviewed the events of the first year of the current four-year grant period.

Presenting its annual report to Parliament, the UGC noted that additional grants are paid to help the universities meet increases in salaries and wages, and this protects about 80 per cent of their expenditure against inflation. For the other 20 per cent, however, amounting to about $16m in 1976, there are no regular and assured adjustments of the grants to meet rising costs which occur after the grants are calculated.

The UGC has always taken the view that the settlement of block grants between the Government and the universities should not be reopened during the period for which they have been approved except in the most pressing circumstances—and that would normally mean that the grants approved in October, 1975, for the four-year period 1 April, 1976, to 31 March, 1980, would be adjusted only to meet salary increases.

In its report, the committee noted that expenditure on items other than salaries and wages is incurred in part for goods and services produced in New Zealand, and there have been increases in rail and air fares, *in the price of paper required in large quantities for duplicating and examinations, and in* postal, power and heating charges beyond the provision made in the grants.

"The universities also spend large sums overseas, where price changes arise from cost variations in other countries and fluctuations in exchange rates. Here, the main items are equipment and materials, on which the universities spent $4,400,000 in 1975, and library books and periodicals, totalling $2,100,000.

"The grants for 1976 were based on prices in the second half of 1974 and, during the following two years, the prices of equipment and materials increased by a further 37 per cent and those of library books and periodicals by a further 78 per cent."

The problems are graphically illustrated at Otago University, where the council has just approved the 1978 budget—with projected income up by 5.3 per cent from the 1977 level and the expected national inflation rate currently estimated at about 15 per cent.

Basic operating costs at Otago are taking an increasing proportion of the budget. Fuel, power and water took 2.3 per cent of the university's income in 1976; next year they will take 4.7 per cent. Telephones and postage cost 1 per cent of its income in 1976; next year they will take 1.4 per cent.

University budgeting problems are compounded by the fact that the grants were approved in 1975, when the UGC was estimating that student rolls would increase only slightly over the following year or two.

Between 1969 and 1971 the total number of internal university students rose from 26,750 to 34,089 with annual increases of over 2,000 students. For the next three years, 1972 to 1974, the rises were, successively, 963, 171 and 276. Then, in 1975, the increase was 1,437, and for 1976 the increase was 2,960—the biggest increase since 1946 when ex-servicemen were returning.

The University Grants Committee suggests that a major factor in this sudden increase has been a change in the ages of students enrolling for the first time. Six years ago some 14 per cent were aged 21 years or more; by 1976, 22 per cent of first-year students were 21 years or over.

A second factor was a return to university by some students who had given up study during the years 1972 to 1975, and this trend was borne out by the age distribution of students re-enrolling.

The UGC says that estimating of enrolments over the next few years is difficult because the inflow of students not coming direct from school means that it may no longer be safe to assume that figures for first-year enrolments can be derived from very recent numbers in forms six and seven of the schools.

"Major uncertainties arise from the reasons which are currently prompting older students to come to university for the first time or to re-enrol after a break in their studies. One reason may be a short-term reaction to restrictions, real or anticipated, in some avenues of employment.

"In so far as the increased student numbers comprise older students returning to education, the present upsurge should eventually run out into a more regular pattern, but when, as has happened in 1976 nearly 800 people aged 30 or more enrol as first-year students, the process may take many years."

Who are the students?

Guy Neave on a major survey of French students

PARIS

"The big issues of politics are not likely to bring the student of 1977 out on to the streets. The tide of 1968 is still on the ebb; it has yet to run its full course", concludes a report recently published in the magazine *L'Etudiant*. The report was followed up in this month's *Le Monde de L'Education*.

The inquiry, carried out last March, involved some 5,000 students. It reveals an undergraduate body sorely disillusioned with party politics and profoundly worried both by employment prospects and by the current economic crisis.

Nine students out of 10 belong neither to a political party nor to a student section of a trade union. Three out of four feel that political parties no longer adequately express their hopes. Scepticism is the order of the day.

Even so, the left still retains some of its appeal. Asked about their voting intentions at the coming elections, just over four out of 10 students said they would vote for the left or for the extreme left. Just under three out of 10 identified with the right or the extreme right. One in four expected to abstain.

The single party to get most votes was, surprisingly, the newly formed ecologists. The demonstrations last July against the construction of the plutonium-powered generating station at Creys-Malville shows its growing appeal among the younger generation.

But what has happened to the movements of yesteryear? According to *L'Etudiant*: "The strong current of support enjoyed by the revolutionary and libertarian left in the aftermath of May 1968 seems to have split into three. One part has gone over to the ecologists—the new utopians—another has rallied around the traditional, parliamentary left, while a third has gathered about the extreme left and the Trotskyist Revolutionary Communist League."

Other aspects touched upon by the inquiry are the changes in social class among the student estate, their study habits, their daily life, sexual mores and the student drug scene.

The table shows the changing social class composition of French university students over the nine years from 1968 to 1977. Not surprisingly, two-thirds come from well-off homes. Their parents are either in the liberal professions, are in top positions in commerce or industry or members of middle management.

At the same time, the proportion of children from working-class homes has increased. They accounted for a mere 5 per cent of students at the beginning of the 1960s. Today, they represent some 11 per cent—although recently the proportion has tended to stagnate.

Middle-class students appear untroubled by the spectre of graduate unemployment. Most reckon on continuing along the same lucrative and respectable path through commerce, industry and the professions that their parents followed before them.

Working-class students, however, seek desperately that security of position afforded by a post in either education or in a State adm[inistra]tion.

Two-thirds of students ... their field of study for p... reasons. Either they see it ... normal pathway to a job ... terests them (33.6 per cent) ... course of its intrinsic interest ... per cent). Many students see ... cycle higher education as a ... preparation for a job.

This should be heartwarm[ing to] the Government as the two-year ... versity technological institutes ... set up to cater for just ... clientele. Those less clear ... a course to follow usually e... taking law.

Slightly over a quarter of ... dents repeated a year, and ... eight changed courses in mid... Most likely to have second ... are humanities and social sc... students.

The average time spent ... is 33 hours a week. A total ... hours are devoted to ... seminars and a further ... to writing essays or read... overworked are pupils in the ... sixth forms" (*classes prépar[atoires] aux grandes Ecoles*) prepar[ing for] the gruelling competition ... place in one of the *Grandes E[coles] ... Polytechnique, Centrale* and ... *Ecole des Arts et Métiers*.

Life is hard for the ... future technocrat, it is ... for students in the higher ... cians' sections, if lucky ... emerge as middle-level ... and technologists.

Least stretched of all are ... students, they spend a mere ... hours in lecture theatres or se... rooms and 13.2 hours a week ... ing on their own.

One third of all French st... live at home—for Parisians the ... portion is more than half. Just ... three out of 10 live less than ... kilometre from their place of ...

Three students out of four ... to the cinema at least once a ... Just under three out of 10 b... record or a cassette a month ... than four out of 10 claim to ... very little television and ... four does not read a newspaper.

The survey shows that 84 per ... of students are single but a fur[ther] 9 per cent declare themselves ... be unmarried and cohabiting.

Over 17 per cent of men de... to have had their first se... encounter before their ... birthday. Apparently 58 per ... of girls are no longer virgins by their eighteenth birthday.

Around 2 per cent of students smoke cannabis regularly. 11 per cent occasionally indulge and ... further 12 per cent had smoked at least once, whereas 1.6 per cent had taken hard drugs a number of times and a further 1.3 per cent at least once. Four out of 10 sm... cigarettes.

Brought together, these d... suggest three main groups in the student population.

First, there is the gilded you[th]. Students at the *grandes écoles* ... following a course in engineering, business studies or medicine. The degree is less important *per se* ... them—it is seen as a passport to lucrative and higher status jo[bs]. They tend to be the offspring of the well-heeled. Politically speaking they are conformist.

Second are the middle classes. They tend to gather in short-cycle higher education in the higher technicians' sections and, to some extent, in the *faculties* of law, economics and *sciences*. They are often the first *generation* of their family to go to university. For them, study is a means of getting a stable job. Their political views are most likely to put them on the left.

Third come the *outsiders*. Most strongly represented in the humanities, social sciences *and the* ... *university* schools. They *go to* ... either for cultural or personal reasons and they do not expect much from their degrees. They tend to change their studies ... often, and, in an effort to prolong their status as students, they ... pile diploma upon diploma and failure upon failure. They are worried about the future, belong to protest movements and gather at the extremes of the political spe[c]trum, both left and right.

Social class composition of French higher education students: 1967-1977 (in percentages).

	1967/8	1974/5
Liberal Professions and Upper Executives	32.3	32.9
Middle Management	19.4	16.4
Salaried Employees	10.7	9.2
Workers	8.3	12.6
Heads of Industry/Commerce	8.1	11.7
Agriculturalists	7.9	6.7
Retired/No Profession	6.7	2.7
Others	5.4	7.0
Service Personnel	1.1	0.8

Upper middle class students are found mostly in business schools and med... faculties. Students from poorer backgrounds congregate in the two-year univer[s]ity institutes of technology and in the higher technicians' sections. Social ... primary school teaching and gymnastics teaching are also particularly attra[ctive] to the latter group.

On the other hand

Punch-drunk

When I was a student (not an anecdote, I promise) I remember (all 1967, it ...) a professor of English making everyone in my year swear that we would not appear in a comedy or any faintly comic production while at his university. The poor man had just sat through a student rendering of *The Rivals* and concluded that, while just looking at my year made him laugh, the business of humour required maturity and experience. Youth was better left to rant and rave through some heaving great tragedy.

Although I could not accept it at the time, I began to see his point when reading through the latest issue of *Punch* which was edited entirely by students. While Oxford, Cambridge, Bristol and one or two other predictable centres were doubtless alive with congratulations last week ("Your piece was terrific, Jessica. Has anyone ever told you you're like Dickens?") we must appraise the evidence realistically.

For instance, one feature, to which four illustrated pages were devoted, was a mock prospectus for the new University of Milton Keynes. It read: "As everyone knows, Milton Keynes is the home of the Open University. But Britain's newest town needed its own university (the joke is a long way off yet). So we built UMK—completion date November 1978 (I mean why bother?).

"Basically the university is a campus-type situation (I'm off for a walk round the block. I'll leave you to read this) with 100 per cent totally self-contained facilities. The university's planners operated a 15-point intensive research scheme on amenity optimization. They decided (a) that plotting functionality and cash outlay against utilization in a logarithmic graph the advisability . . . (sorry, there was not room to print the joke. It *is still some way off yet*).

Elsewhere the magazine seethes with epigrams: "One person bonged or drunk is much like any other" "Oh Jessica you are marvellous. How did you think of that?")

The articles tend to fall into two groups: those by writers who set out to be funny, found a subject and pummelled the language into premature exhaustion crossing acres of weary, strained prose; and those by ones who set out to write accurately about their own experience. They dealt with first love or school life or whatever in a way that was often serious, occasionally touching and sometimes *pace* my professor of English, amusing, because based on genuine observation.

This being the case one can only have fears for entries to the *Punch* student humour competition launched in this issue: it is on the theme of "Life in 2001".

I'm TM, fly me

The transcendental meditation people are getting the right idea: they are becoming duller. We British will never really accept a school of thought which involves pop stars arriving at Heathrow Airport in togas or playing sitars under mango trees surrounded by photographers from the *Daily Mirror*.

At a recent one-day conference at London University's Institute of Education an audience of teachers and academics were told of the "TM programme for British education", which would improve standards by helping students reach their full potential. This was more like it.

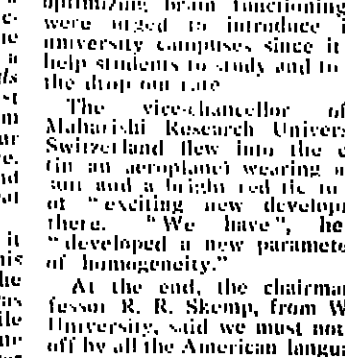
The customary basketfuls of daffs and lupins that surround "his holiness Maharishi Mahesh Yogi" had been reduced to two small clumps of red and white for the speakers who were all on the staff of British universities.

As they spoke, generalities merged soporiphically with the whir of air conditioning; facts, figures and findings weighed heavily on the eyelids. It was "potentialities of consciousness . . . universal understanding . . . encephalograph measurements . . . science of creative intelligence". The age of enlightenment sounded tedious and could well catch on.

We were told that meditation reduces crime, blood pressure, depression, and common colds. It increases creativity, sensory awareness, and enables one to fly by optimizing brain functioning. We were urged to introduce it into university campuses since it would help students to study and to reduce the drop out rate.

The vice-chancellor of the Maharishi Research University in Switzerland flew into the country (in an aeroplane) wearing a smart suit and a bright red tie to tell us of "exciting new developments" there. "We have", he said, "developed a new parameter, that of homogeneity."

At the end, the chairman, Professor R. R. Skemp, from Warwick University, said we must not be put off by all the American language and made an impassioned personal statement of the value of TM which for the first time that day made it sound attractive. He spoke of paring away thoughts from the mind until pure consciousness is reached. In the row in front a man nodded. TM had gone legitimate.



TM programme for British education.

Jargon—see 'jargon'

At last, a dictionary to explain all the jargon which has beset the educational world of late. Now for only £10 you can discover what on earth everyone else is talking about. *The International Dictionary of Education*, published by Kegan Paul, is 381 pages of sheer revelation.

All the favourites are here. For instance this book reveals that paradigm (round of applause for "paradigm") is "synonymous with example or model". Well, nothing could be simpler.

In some cases, however, the explanation is slightly more complex than the original word. For example, that old warhorse "parameter". This, in case you ever get your trousers caught on one trying to climb over it, is a "term borrowed from mathematical statistics which is used in a limited sense in educational research and development to indicate values from a given population, eg mean, mode, median, range and standard deviation".

There are also occasions in this book when the admirable desire to make all plain gets out of control. Those in the educational world who do not know what a "parent-child relationship" is, for example, may now turn to page 258 where the mystery is uncovered. "Links of attachment, emotion, loyalty etc between parents and their children".

Quite my favourite entry is for "pencil and paper test" that reads "see paper and pencil test" which then informs the persistent that this is "any educational test which requires only question papers, answer papers and a writing instrument." This is rivalled only by the entry for "Nottingham numbers test" which reads quite simply "see Leicester numbers test".

However, one must not carp and, short of making jargon punishable by death, this dictionary is the best one can hope for in an imperfect world. I now understand non-instructional student costs, Ganser's syndrome and Gantt charts. I now know that *gakushi* is a first degree in a Japanese university and that *gagnfraedaskoli* are Icelandic secondary schools. I also know the address of the Canadian Psychological Society and you can never tell when that will come in handy.

Whee writ ut?

Alan Hersh of the languages department of Brunel University wrote to us this week thanking us for apologizing about the typographical errors in *The THES* recently. Although this was due to difficulties in the reading and composing rooms, he detects a pattern in it all.

"I have a sneaking suspicion, as a linguist, that somewhere in those rooms lurks at least one speaker, probably nomadic, of a language only dimly discerned by the Institute of Linguists."

Mr Hersh tentatively suggests that the basic vocabulary is of Germanic, possibly Saxon, origin: "ay, bein, fiding, hardare, hi, ho, handing, ithout, ond, others". On the other hand, he finds that "Latin or Romance elements, no doubt cultural borrowings, are frequently found, as in "generolized", "patern" and "postgrodnate".

However, phrases and idiomatic expressions also betray a strong English influence, for example "in sphite of", "from courst to course" and especially "coud-blodded".

"Most remarkable of all, however, are the strange non-Germanic, conceivably even non-Indo-European elements, presumably picked up during the world migrations of this relatively minute group. Certain consonant agglomerates, for instance, suggest a Slavonic origin as in 'blcay', 'cmay', 'compnay', 'dgree', 'fisrt', 'plce', possibly even 'entranst' though this is doubtful."

He concedes that "The origins of the following words and expressions are even more remote: iGscard (note the 'i' prefix which does not affect the capital letter of the root) 'umun', and 'reuin'." "I am particularly intrigued", Mr Hersh says, "by the following words which seem to be of Celtic origin: 'Glosgow, Britlish, conditional, foral, hich, positivel yn, refrins".

He notices that their nomadic heritage has obviously helped speakers of this rare tongue to adapt foreign roots to their own idiosyncratic thought structures, although some compounds are odd, to say the least. "What after all is 'singlue'? Could it mean that cohesiveness which binds an adulterous pair of lovers together?"

Finally, Mr Hersh confesses to being "impressed by a certain academic institution in the North East which boasts what this remarkable language describes as a faculty of humanlities".

Really, people will study anything.

Forth and beautify

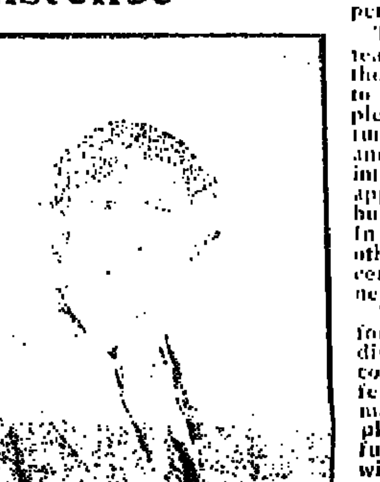
"I am looking for 12 young people who want to be millionaires", said Dr. Anthony Harris, senior lecturer in human biochemistry at the Polytechnic of North London who wants to apply scientific principles to beauty.

His work at PNL, teaching diatetics students, has certainly given him opportunity to ponder the problems where women are concerned, because he has only taught two males in 10 years.

Now, at 40, his research is reaching wider markets. He has written a quarter of a million words in fashion magazines explaining his view that beauty is not just high heels and rouge, but a precise science of figure dynamics which includes study of vitamins, nutrition, exercise, and correct relaxation. He has also published a book *Overdrive* (David and Charles, £3.95) and runs independent classes on how to keep fit and lovely.

Now he wants to train 12 students to teach his private courses so that, on Chinese lines, they will become barefoot beauticians, spreading the word to all who will hear.

Coexistence or no existence



James Porter

An hour after landing in Prague our hosts drove us to the Smetana Theatre, where we arrived just behind a convoy of glistening black Tatras carrying the Czech cabinet to the theatre to see a performance of *The Bartered Bride*. It is probably idle to wonder how many of them pondered on the changing fortunes of their country in the years since the first performance of the opera, also in Prague, in May 1866.

This September many concerts could be heard, including a performance of medieval music by a Belgian group in the beautiful St George's Church. Thus, Czechoslovakia's ancient reputation as the Conservatoire of Europe still seems to ensure a cultural continuity that is in sharp contrast to the many twists and turns in their economic and political fortunes.

However, the small band of educationists assembled in Prague at the invitation of the Charles University and with the encouragement of Unesco was there to serve a different kind of continuity—that of the exchange of information and knowledge on the further education and training of teachers.

The European Information Centre at Charles University has a great deal of material on the education and training of teachers in socialist countries, and has for some time wished to widen the scope of its activities to include countries outside the Eastern block. The Helsinki Agreement signed in November, 1975, by all participating countries underscored the need for much more cooperation and interaction between countries irrespective of their ideologies or political systems.

Such agreements can, however, be turned into new ammunition for the cold war or alternatively be ignored as irrelevant posturing. The remaining strategy is to get behind the rhetoric and seize opportunities for small, practical and realistic acts of genuine cooperation. Unfortunately, there are relatively few countries that are in a position to follow a consistent policy of amelioration and pursue genuinely international objectives.

The United Kingdom is extraordinarily well placed in possessing the almost priceless advantage of speaking the world's major international language, combined with an open democratic system of government and the tradition of high pragmatism in its approach to human problems. In addition, our educational provision is complex and varied, representing a particularly wide value spectrum. Geographically detached from the mainland of Europe, our educational system has a distinct identity which is much more difficult to achieve in many other European countries.

In fact, many visitors initially find it difficult to comprehend our system, not only because of the considerable lack of appropriate documentation but also because of the wide dispersal of power, of regional differences, and of what other European educators still see as a staggering variety at the level of the individual institution. However, the variety and range of provision does enable most visitors to discover examples of good practice that relate closely to their own concerns.

Recent pressure in Britain towards a reexamination of the curriculum should certainly meet a response. However, it is important to balance the need for a better defined and universally available core curriculum against the danger of establishing a monolithic system which will restrict the options open to those who wish to innovate, experiment and respond to change.

The continuing decline in the teaching of modern languages, and the vague uncoordinated approach to European studies are two examples of our insensitivity to other cultures. It is a fact that separateness and independence can often decline into insularity and arrogance. This applies not only at national level but also in relation to institutions. In this field, as in a number of others, firmer and more specific central direction is certainly needed.

There can be no denying the profound and often deeply disturbing divisions which now separate the countries of Europe. Further, fewer countries find it possible to maintain the genuine openness and pluralism that lie at the root of fundamental research and inquiry within the field of education.

There is, however, a basic European culture, represented by the universal provision of schools, colleges and universities, that does provide common ground. Discussions about teaching, about methods of training, and about the organization and management of schools, will inevitably raise questions of value and quickly enable educators to confront issues of human concern which can unite as well as separate different countries.

The effectiveness of Britain's relations with other countries will be dependent upon the way in which we are viewed by individuals across the world, and judgments will often relate to the political climate as reflected in our capacity to sustain a free and vigorous debate about the major issues. The media constantly challenge countries to give practical evidence of their political stance. The Boeing 737 on the Mogadishu airstrip recently became a riveting example of a clash of value systems. There are many current examples in this country, and even the columns of this journal have recently reflected hot exchanges about various forms of political extremism.

The danger for educators, of course, is to assume that a particular group has got the final solution. Scholars who wilfully ignore evidence, academic communities that regard truth as something to be defended rather than to be discovered, deeply undermine the quality of intellectual life. The task of sustaining the conditions for the exercise of such freedom becomes increasingly complex and difficult. Because of the situation which exists in this country, Britain's international role in education can become increasingly significant.

To return to Prague, it can certainly be seen that the existence of education information centres, both at national and at supranational level, can provide small but significant streams of cooperation. It is certainly to be hoped that national centres will increasingly be developed with an international perspective.

As mere banks of information they are, of course, inadequate. When they are used for critical analysis of current practice and lead to the interchange of staff and students, when the people who write the papers and provide the information come together, then the stores of knowledge can lead to the growth of understanding.

The role which Britain can play is that of a catalyst, an agent drawing together different and often conflicting views and ideologies, but at the same time pressing towards the development of more sensitive and effective practice. Such an approach may lead to modification and change within different systems.

It may, of course, lead to a reaffirmation and consolidation of a particular national style, reflecting a well grounded political ideology. Underlying both outcomes, however, could be a growing recognition and respect for differences, and the capacity to tolerate different answers to the persistent and complex questions that will always confront the educator.

In happier times such an outcome might be regarded as an unduly modest objective. Today, however, it is an objective that will not be advanced unless a number of countries believe such an accommodation to be vital. Such countries will not only have to reject aggressive nationalism but replace the neutrality of unconcern by a positive decision to use their energies to give reality to the rhetoric of peaceful coexistence.

NOTICE BOARD

Appointments

Universities

Edinburgh
Visiting professor : A. C. Cairns (Canadian studies).

London, Wye College
Principal : Ian Lucas.

Nottingham
Special professors : D. Crutchley (metallurgy and materials science) ; T. Sieverts (Institute of Planning Studies). Special lecturer : M. A. Crawford (human nutrition, applied biochemistry and nutrition).

Oxford
Ford's lectureship in English history : Professor D. A. Bullough.

Reading
Reading : Dr Alan W. Evans (environmental economics).

Sheffield
Lecturers: Clare Bradley (psychology) ; K. A. Clarke (physiology) ; T. L. Early (law) ; C. P. Harding (continuing education) ; C. J. Lawson (music) ; N. W. Read (physiology) ; R. C. Rees (virology) ; F. Sutcliffe (law) ; S. G. Tolhurst (economic studies) ; G. R. Wilkinson (preventive dentistry). Temporary lecturers : D. K. Chattopadhyay (surgery) ; L. R. Sutcliffe (sociological studies) ; J. C. Dickinson (human biology and anatomy) ; Sonza A-A. Farai (restorative dentistry) ; C. S. Kolb (orthopaedics) ; R. H. Middleton (French) ; Carolyn H. Shelbourn (law). Medical research fellow : D. J. Hill.

Warwick
Chancellor of the University : Lord Scarman.

Honorary degrees

Professor Robert Shaw, professor of chemistry at Birkbeck College, has been awarded an honorary doctorate by the University of Toulouse.

Chairs

John Boardman, reader in classical archaeology and fellow of Merton College, has been appointed to the Lincoln professorship of classical archaeology and art at the University of Oxford from October, 1978.

Dr T. Atkinson has been appointed to the chair and headship of the department of mining and engineering at the University of Nottingham. He was head of the coal mining division of Shell International.

James Dunbar-Nasmith, a partner in Law and Dunbar-Nasmith, architects, Edinburgh, has been appointed to the joint post of professor of architecture and head of the department of architecture at Heriot-Watt University, following the retirement of Professor Ralph Cowan. He will take up his appointment on January 1, 1978.

Professor John Barry Dawson, professor of geology at the University of St Andrews, has been appointed to the chair of geology at the University of Sheffield.

Dr Malcolm Norman, at present senior lecturer in the department of operational research at the University of Lancaster, has been appointed to the chair of management studies at the University of Sheffield from January 1, 1978.

Forthcoming events

" Health and Safety in the Metallurgical Industry " a one day conference organized by the institute of Metallurgical Technicians will be held on November 1 at Sheffield City Polytechnic. Further details from the Meetings Secretary, The Institute of Metallurgical Technicians, Northway House, Whetstone, London N20 9LW.

* * *

" The Disappearing Tropical Rain Forest " by Dr T. C. Whitmore of the Commonwealth Forestry Institute of Oxford University, and " Integrated Pest Control with special reference to Orchard Problems " the Amos Memorial Lecture by Professor M. J. Way of Imperial College, will be held on November 3 and November 30 respectively at Wye College, University of London. Free admission.

* * *

" Polarography in Action " an international symposium to be held at City University from November 2-3, will bring the practical aspects and fields of application of polarography to the attention of practising analysts and industrial chemists. Further details from the Secretary, Scientific Symposia Ltd, 42/43 Gerrard Street, London W1V 7LP.

* * *

Professor Tore Becher, professor of education at Sussex University, will speak on " Who is responsible for what in British Universities ? ", this weekend at a meeting of Imperial College, being held in Silwood Park. Further details from Anne Nolan, Imperial College.

* * *

Two other meetings to be held at Imperial College on November 3 and November 10 are the special university lecture " Wave Materials for solar energy conversion devices " by Professor J. B. Goodenough of the University of Oxford, in Chemical Engineering Theatre 1 and the First Imperial College Jubilee lecture " Does Engineering have a future ? " by Sir Ieuan Maddock, former Chief Scientific Department of Industry and visiting professor at Imperial College, in Blackett Theatre 1.

* * *

" Fauvism and the School of Chatou " by John Golding of the Courtauld Institute, London University, the first in the Winter Lecture Series 1977-78 by prominent art historians and historians on subjects relating to the collections of the National Galleries of Scotland will be held on November 8 at the Talbot Rice Art Centre, Edinburgh University.

* * *

" Direct Elections " a one-day conference organized by the University Association for Contemporary European Studies, will be held on November 16 in the Board Room, Clare Market, London School of Economics. Further information from Eva Evans, UACES Secretariat, 12a Maddox Street, London W1R 9PL.

* * *

" Planning from the Bottom Up " an inaugural lecture by Professor R. Mickie, professor of town and country planning, will be held on November 9 in the New Physics Lecture Theatre of Queen's University, Belfast.

* * *

" The Development of Transport and Distribution Studies within the framework of the Business Education Council " a one-day conference, will be held in the Centre for Teacher Education and Training, City of Birmingham Polytechnic, on November 4. Further details and applications from Mr Tibbs, City of Birmingham Polytechnic, Department of Business and management studies, Aston Street, Birmingham B4 7HA.

* * *

" Market Power and Inflation " an inaugural lecture by Tibor Scitovsky, professor of economics, will be held on November 7 at the London School of Economics. Chairman : Professor R. G. Dahrendorf. Admission free without ticket.

* * *

The first joint colloquium of the British Society of Aesthetics and the Royal Musical Association on the Aesthetics of Music, will be held at the Department of Music, Reading University, on November 26. Applications not later than November 7 to Bonjan Bujic, department of music, Reading University, 35 Upper Redlands Road, Reading, Berks.

* * *

" Village Conservation ", a short course organized by the department of external studies of Oxford University in association with Oxford Polytechnic will be held from November 14 to 16 at Rewley House, 3-7 Wellington Square, Oxford OX1 2JA. Further details from the Course Secretary, Oxford University, department for external studies, at the above address.

* * *

" Archaeology of Crete ", a conference also organized by the department of external studies at Oxford University, will be held from November 18 to 20 at the same address. Further details from the course secretary there.

* * *

" Design as an Expression of Company Philosophy ", the 1977 Lethaby lecture by Mr Pehr Gyllenhammar, president of Volvo, and " An exercise in bridge building ", an inaugural lecture by Professor Brian Smith, professor in the department of design management, will be delivered respectively on November 10 and 22, one in the Hall and the other in the Lecture Theatre of the Royal College of Art, Kensington Gore, London, SW7.

* * *

" Film and Video at Work in Higher Education ", a screening of films and videotapes intended for use in teaching biochemistry at degree level, organized by the British Universities Film Council and the Scientific Film Association, will be held on November 18 in the Shell Centre, Belvedere Road, London, SE1. Fee : £7.00. A similar screening will be held at the University of Glasgow on November 25. Applications by November 11 to Elizabeth Oliver, BUFC, Royalty House, 72 Dean Street, London W1V 5HB.

* * *

" Social Responsibilities ", OUSA and the elected student, the Open University Students' Association annual seminar, will be held on November 5 in the lecture theatre of the Open University, Walton Hall. Tickets £1. Further information from OUSA office (Seminar), Sherwood House, Sherwood Drive, Bletchley, Milton Keynes MK3 6HN, in writing or by telephone.

* * *

" Architectural Education or Training ? ", the fourth international forum of the European Association for Architectural Education, will be held on November 11 and 12 at Zurich.

* * *

" Teaching and Learning in Health Studies ", a joint conference of SCEDSIP and the department of health studies, will be held on November 17-18 at Sheffield City Polytechnic. Principal speakers are Vida Cerver of the Open University and Joan Chellinor of Sheffield City Polytechnic. Further details from Dr Stuart Trickey, Department of Education Services, Sheffield City Polytechnic, Collegiate Crescent, Sheffield S10 2BP.

* * *

" Management in the Construction Industry ", a conference organized by the Construction Industry Conference Centre Ltd, will be held on November 10 to 11 in the Westminster Theatre, London. Mr Ernest Armstrong, Parliamentary Under-Secretary of State, Department of the Environment, will open it. " Quality in Urban Planning and Design ", a conference also organized by CICC Ltd, will be held at the same venue on November 17-18. Details from Jean Stephens, CICC Ltd, PO Box 31, Welwyn AL6 0XA.

* * *

" Approaches to curriculum design and evaluation : the medical experience ", a joint meeting of the Association for the Study of Medical Education and the Society for Research in Higher Education, will be held on November 30 in Elvin Hall, London University Institute of Education. Further details from Mrs M. Clothier, BLAT Centre for Health and Medical Education, BMA House, Tavistock Square, London WC1H 9JP.

Grants

Bangor
Biochemistry and soil science—£16,800 from the SRC for studying the genetics and biochemistry of TOL plasmids in Pseudomonas sp under the direction of Dr R. G. Wyn Jones ; £15,177 from the SRC for undertaking biochemical and physiological studies on the accumulation of glycinebetaine and proline in plants subjected to salt and drought stress under the direction of Dr R. G. Wyn Jones.

Economics—£15,600 from the Welsh Tourist Board for examining the effectiveness of the grant-assisted tourism projects in Wales ; £42,438 from the SSRC for research into the economics of financial institutions and financial systems under the direction of Professor J. R. S. Revell.

Physical and molecular sciences—$23,200 from the European Research Office for work on ferromagnetic liquids under the direction of Dr J. Popplewell and Dr S. W. Charles.

Social theory and institutions—£126,500 from the Department of Health and Social Security and the Welsh Office for a research project into the delivery of social services in rural areas.

Electronic Engineering Science—£17,000 and £4,350 from SRC for study of microwave-integrated circuits for higher frequencies and for continuation of the work on the precise design of such circuits under Professor F. M. Stephenson, B. Easter and Dr A. Gopinath.

Bristol
Mechanical engineering—£47,135 (supplementary) from the SRC towards a " grinding investigation of high stock removal processes ".

Department of Physiology—£19,440 from the MRC for an investigation of mechanisms in the control of the intracellular pH and Na activity in cardiac muscle cells.

Psychology—£19,076 from the SSRC for an investigation of " Language and Representation in Normal and Mentally Handicapped Children ".

Physiology—$27,950 from the Muscular Dystrophy Association of America as a supplementary grant towards investigation of comparative muscle function in normal and mutant mice.

Cardiff
Mechanical engineering and ...studies—Professor B. ... £37,800 from the United ... Atomic Energy Authority ... and test solar heating and ... tems and performance testing ... collectors.

Sociology—Professor A. P. M. ... —£26,084 from the SSRC ... on MHS (X) programmes.

Economics/accountancy and ...control—Mr J. R. Edwards ... Colin Baber—£37,195 from the ... Creation Programme to ... with the County Record ... locating, identifying ... making available for study ... industrial and business ... cated as follows in the ... (a) Dyfed—£19,160 and (b) ... £18,032.

Biochemistry—Professor K. S. ... —£16,071 from the SSRC for ... enzymes participating in ... degradation and ... and related compounds ; Dr ... wood—£15,605 from the SSRC ... search on membrane ... acid synthesis in plants ; ... the ARC for research on ... choline synthesis in ...

Sociology—Professor A. P. ... £15,592 from the SSRC for ... on clergy, careers, patterns of ... change in South Wales.

Applied mathematics and ...—Dr R. F. Shutz—£15,393 from ... for research on theoretical ... cal calculations on ... stability of rotating ...

Mechanical engineering and ...studies—Dr R. W. ... from the SRC for ... elastohydrodynamic lubrication, rolling, sliding and spinning ... tacts.

Archaeology—Dr M. G. ... from the Department of ... for further excavation at ... ington, Northumberland.

Civil and structural ...—Dr ... Duncan—£10,140 from the SRC ... study of bearing strength at ... concrete connexions.

Awards

The Karl Heinrich Ox and Heinrich Landis Commemorative ... has been awarded jointly to Dr ... and Dr M. L. Sanderson of the ... of Manchester Institute of ... and Technology for their ... on ... and mutant mice.

OU programmes

October 29 to November 4

Sunday October 30

RADIO 2
10.30 Open Forum.
10.55 The Normal Child : Give and Take (1972) : prog 1.

RADIO 4 (VHF)
9.30 Praying for Supplementary Means.
10.00 O.U. Announcements/Music for ...
10.10 The first years of life : Memories and Models : Birds and Ways ... (1972) : prog 2.

Thursday November 3

BBC 2
10.10 Open Forum—21.
18.35 The first years of life : All Yours ... (1972) : prog 3.

Friday November 4

RADIO 3 VHF
18.30 Preparing for Supplementary ...
19.00 O.U. Announcements/Music for ...
19.10 The pre-school child : New things (1972) : prog 4.

COMPUTER ASSISTED LEARNING

An exhibition and demonstration of teaching materials and systems developed in universities, Polytechnics, schools, the Armed Services and industry, will be held in the closing months of the government sponsored National Development Programme in Computer Assisted Learning.

GLASGOW :
Scottish Council for Educational Technology, Glasgow Film Theatre, 12 Rose Street, G3
Wednesday 9th November 12.00 to 8.30 p.m.
Thursday 10th November 10.00 to 4.00 p.m.

COLERAINE :
New University of Ulster Co. Londonderry, Northern Ireland.
Thursday 17th November 10.30 to 6.00 p.m.
Friday 18th November 10.00 to 1.00 p.m.

LONDON :
Apex Banqueting Suite, Olympia, W.14.
Wednesday 7th December 09.30 to 6.30 p.m.

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Mrs. I. Toye
National Development Programme in Computer Assisted Learning,
37/41 Mortimer Street, London W1N 7RJ
Tel : 01-637 0552

Noticeboard is compiled by Patricia Santinelli and Mila Goldie

Middlesex Polytechnic
9th ENFIELD SOCIOLOGY OF EDUCATION CONFERENCE
12 November 1977
at Middlesex Polytechnic, Trent Park, Cockfosters, Barnet, Herts.
10 a.m.-4 p.m.
Peter Corbishley
(Institute of Education SSRC Mixed Ability Grouping Project):
Mixed Ability—The Great Debate
Eleanor Grundy:
it's better than tranquillisers — the sociological aspects of 'phone-ins
Further details and booking forms from Conference Secretary: A. J. Mobie, Flat 2, 2 Elm Park Road, Winchmore Hill, London N21 2HN.

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The campus rise of art for town and gown's sake

Universities have found a new and popular role—as patron of the arts. Creative writing fellowships and artists-in-residence schemes are being set up everywhere. Southampton University, for instance, boasts a whole range of fellowships in photography, drama, writing, printmaking and music.

Well known names are adding a dash of glamour to university campuses: John Arden, the playwright, was recently at Leicester University as a fellow in creative writing (he has held similar posts at the universities of Bristol, New York, California) while the playwright Edward Bond has just been appointed to a fellowship at Newcastle University.

Polytechnics, too, have joined in. Alan Sheridan, author and translator, has been awarded the creative writing fellowship at Wolverhampton Polytechnic for 1976/77.

The posts are all funded slightly differently. Sometimes, as with the Henfield Fellowship at the University of East Anglia, the money comes partly from a benefaction—in this case from the Henfield Foundation. But in most cases universities do not have to delve too much into their own pockets. The Arts Council, or the regional arts association, usually provide the money for the post while the institution is expected to provide facilities ; usually a work room and accommodation.

More active role

They also vary in what they are intended to do. Some universities see themselves simply as benefactors, providing the impoverished artist with somewhere to work. They provide him with a studio and other basic equipment and leave him to it. Others see the artist taking a more active role in university life, stimulating " creativity " not merely by their presence, but by running workshops ; teaching students and generally organizing activities related to their work.

Sometimes they are expected to have a community role, linking the institution with the town in which it is situated and providing a cultural focus for town and gown alike.

At Bradford University, artists in residence have a special—almost missionary—role to play because it is technologically based and there is no pure arts within the course provision.

Philip Jones currently holds a music fellowship there which was initially for two years but has now been extended to three. " The first thing that strikes you is that it is a technological university, very strongly biased towards the local industry. Even the arts courses are geared to industry and technology. But you cannot have a university without arts, so they try to redress the balance by having fellows in music and theatre who bridge the gaps and are interdisciplinary."

Philip Jones is completing the PhD in music he began at Birmingham University, where he worked with the City of Birmingham symphony orchestra and was musical director of the Midlands Sinfonia.

With a budget of £3,000 (and money he has raised from private firms and banks in Bradford) his aim is to stimulate interest in music both inside and outside the university, by holding community concerts, organizing a choir, an orchestra and other instrumental groups. He also runs informal illustrated lunchtime talks. " A market has to be built up by careful placing of talks and concerts."

In the long term, he hopes to see the university develop as a community musical centre ; because of its mixed community, Bradford is an ideal place to develop interest in the music of other nations, he says. Also it was the birthplace of Delius and therefore has some history of music.

David Lodge, the novelist and author of *Changing Places*, who held the Henfield Fellowship at the University of East Anglia last summer, had a similar brief. The post, which lasts just one term, is funded jointly from the Henfield Foundation and Eastern Arts Association. They pay £700 which is treated as " fee for professional services ", and the university provides free accommodation.

The terms are to discuss writing for a period each week with students ; teach a formal course in creative writing or give a series of lectures or readings ; and make some contribution to artistic activity in the region.

Mr Lodge's main contribution was a writers' workshop—held weekly in his own room—which was mainly for students, but a few came from the city. They was attended by a steady core of some half dozen. It served as a kind of publication of their work, giving them the opportunity to express themselves to a few people.

He also organized a writers' forum, with visits from practising writers including Simon Gray and Douglas Dunn.

His role as writer-in-residence was rather different from the usual holders of the post, in that he is reader in English literature at Birmingham University. But the setting was appropriate because university life has been the subject matter of his work. Indeed, his main reason for taking the fellowship was to have time to finish a novel he had started and which pressure of academic work had forced him to give up.

But does he feel " obliged " to create ? " I had never written a novel so publicly before and felt a bit under pressure ", he admitted.

For an artist-in-residence, a university post also has the advantage that it is easier to make contact with people than it might be in a town or library. " It must be very difficult to be placed in a council estate and have to write to people ; the university is full of institutional structures for meeting them ". That does not mean, however, that the university is the best place for such a post : a comprehensive school or library can be more beneficial.

He found it harder to make contact outside the university, however. It had a green belt, he said, which made it more isolated than at Birmingham.

Links between the artist in a higher education institution and the town are a common problem. John Birtwhistle, the first fellow in creative writing at Southampton University, has launched a magazine called *Floating Bridge* which he hopes will bring the two together.

He agrees with Mr Lodge that an artist would be more effective in situations other than a university. In two respects, he argues, this new form of patronage is a substitute for a real social function for art. It does not involve encounters with people in the normal way and, from the financial point of view, it is a purely temporary expedient.

Mr Birtwhistle has a room in the English department. His poetic work includes *The Conversion to Oil of the Lots Road London Transport Power Station and Other Poems* (1972) which received a £1,000 Eric Gregory Award, and *Hapsaving : A Connemara Journal* (1975).

Weekly meetings

He gives open lectures, holds weekly seminars on the approaches to literature of different disciplines and tutors groups of students for the common core literature course. There are also weekly meetings to discuss student and other writing, which he regards his most important work at the university.

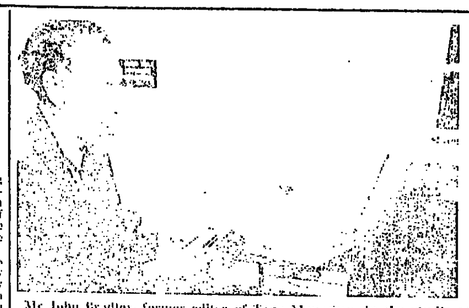
In town, he has arranged performances of work and plans to visit Winchester Prison to talk to an English class and give other outside talks.

More information on the success or otherwise of visual artists-in-residence should become available with the publication of the results of a survey by Mr Hugh Adams, of the department of modern arts at Southampton College of Technology.

He has sent out detailed questionnaires to all universities, polytechnics and colleges asking what they have in the way of visual arts facilities and in particular details of any fellowship schemes.

The results, he says, should be of value in forming a development plan for the visual arts in education which is envisaged by the Arts Council.

Frances Gibb



Mr John Bradley, former editor of Tape Magazine, in the studio where Sutton Talking Newspaper is produced each week. (Right) high-speed cassette duplicators.

Newspapers that talk you back into touch with your local community

Talking newspapers have since 1970 helped to keep visually handicapped people in touch with local news and remove them from their isolated status in the local community.

Each newspaper consists of a standard compact cassette with a recorded mixture of 60-90 minutes of hard news culled from local newspapers, news features, readers' comments, interviews with local people or visitors to the area, and matters of specific interest to blind people.

Several universities and other educational institutions have served as bases from which such newspapers have sprung to life, such as the *Guildford and District TN* based at the University of Surrey, the *Colchester and District TN* based at Essex University, the *Barking and Dagenham TN* based at Barking College of Technology, the *Leeds TN* which is copied at Leeds Polytechnic and the *Pontypridd TN* based at the Polytechnic of Wales.

The involvement of universities, polytechnics and colleges has resulted from interest on the part of staff—one out of 10 people involved in each county is directly active in education—and students, but also because of the availability of recording studios and equipment.

According to Philip Brew who is assistant secretary of the Talking Newspaper Association of the United Kingdom (TNAUK) and runs the Colchester and District TN, there are many advantages to be gained on both sides, not least that of consolidating relations with the local community.

"This is particularly important in the case of universities like Essex which are outside the town", he said. "Moreover not only do educational institutions have the facilities to set up talking newspapers, they also have the time and flexibility."

This view is supported by Mr Ronald Sturt, chairman of TNAUK, who is assistant director of the City of Lndon Polytechnic, where one of the London talking newspapers, *The Tower Hamlets*, is based.

Talking newspapers like the *Enfield Microphone* and talking books produced by the Royal National Institution for the Blind, have existed for some time but they have always been hampered by limited production which means that listeners are on a waiting list.

It was not until Mr Sturly then based at the College of Librarianship in Wales, Aberystwyth, took a look at information system for the handicapped that the present modern talking newspaper with its emphasis on local news was born, helped on its way by the introduction of the high speed duplicator. Simultaneous distribution to subscribers then became possible and was made even more effective by the provision of a free loan tape recorder to every individual needing one.

Talking newspapers have had a meteoric rise. In 1970 there were four in existence, by 1973 there were 20, by 1974 when TNAUK was founded there were over double that number and now there are around 208, with 150 in full-time operation. They exist all over the United Kingdom, except in the Oxford area which has none.

Each newspaper and magazine is published regularly, whether weekly, fortnightly or monthly, and has a varying number of subscribers depending on the area it covers. The largest, like those in the Portsmouth and Southampton areas, deal with 700-800 listeners, while others such as in Shropshire, Kent, Leicester and Cornwall, have a circulation of around 400-500. In rural areas, newspapers sometimes have only 20 subscribers.

The newspapers reach an estimated 15-20,000 visually handicapped people in the United Kingdom. But there are 100,000 registered blind and partially blind people, as well as those which are not registered and the association people in touch with their community and for this reason they value the talking newspapers."

He added that the value of the newspapers was much more than a passive conveyer of information. They enabled blind listeners, whether living alone or with their family, to contribute to conversation and keep in touch with practical as well as factual events.

"For example, Colchester has undergone extensive redevelopment in the centre of the town and many blind listeners are not only unable to see this but even to go to it and therefore they become insecure", Mr Brew pointed out.

"This is where we can make a significant difference by giving details through interviewing local shopkeepers and passers-by and asking them to describe what changes have been made."

Other items which keep listeners informed and entertained, apart from the recoring of local events, are off the cuff " items and personal columns as well as contributions from subscribers who are actively encouraged and are often stimulated by organizing competitions such as " Who can produce the best recording of the dawn chorus ". These features are either used in the quarterly magazine or to help break up hard news items in the paper.

This last feature is doubly important in the case of blind listeners who are virtually forced to listen to the whole cassette and are unable to scan the newspapers for items of interest.

Every 15 or 20 minutes of news has to be broken up with a five-minute feature. The same point applies to the news reading where it is important to have voice variety. Most newspapers have two or more readers who can be identified by the listeners and remembered for their different styles, providing some continuity.

The visually handicapped are in many ways lucky because concern over their plight has given rise to many associations attempting to deal with their problems. However there are many other handicapped people for whom holding a newspaper or book is an impossibility but for whom the same help does not exist.

One such case is a spastic Open University student who lives in the Colchester area. Mr Brew is in the process of recording several textbooks needed for his studies which he was unable to obtain as talking books, since he is not blind and could not obtain them from the National Library for the Handicapped without paying £4 for each recording.

This is something that TNAUK hopes will be changed in time so that newspapers and books become available to all handicapped people. They also feel the situation would be eased if the same free postage accorded to material for the blind could be established for other handicapped people.

Patricia Santinelli

One advantage is the emphasis at all times on purely local news

Already many listeners are using their cassette recorders for other purposes, such as learning languages, or in the case of one group to form a musical quartet.

The Colchester and District TN's efforts are very much directed towards achieving these aims. Mr Brew, who is director of the committee which runs the paper, has a longstanding involvement in helping the visually handicapped which dates back to his stay at the Université de Nancy where he helped to record textbooks on tapes for blind students.

He decided to repeat the experience when he came to Essex University 10 years ago, but found that although there was relatively little demand among students the needs of the non-academic community were high.

The paper which covers a 10-mile radius around Colchester and circulates weekly to 240 of the 400 blind people in the community, was established like many others by writing to the visually handicapped to assess demand. Funds for the necessary equipment—for the main cost is the high speed duplicator—are usually raised by sponsored charity events, or through associations like Round Tables and Women's Institutes. Because of the local emphasis of the paper, response from the community is good.

The voluntary staff of the paper —in this case there are around 50 ranging from university staff, students and local people as well as visually handicapped. The use of subscribers as helpers is a new feature in keeping with the modern outlook of talking newspapers.

Their job is no different from that of professional journalists working on radio or television. They need the same skills of news editing, reading and recording the news, but also have to do more mundane jobs such as copying the cassettes, forwarding them and sorting them out. One of the great advantages that talking newspapers have over radio and television is that their emphasis is at all times on local news." After all, for blind people, many of whom are over 65, the real gap is in local news, for example features like births, marriages and deaths which are the most popular but cannot be heard there, not even on local radio." Mr Brew said. " Yet this is the very information which keeps blind people in touch with their community and for this reason they value the talking newspapers."

Scotland's cultural renaissance has drawn back thinkers like Tom Nairn, as David Walker reports

Intellectual native returns to plug nationalist gap

To have been a Scot with cultural pretensions in Edinburgh during the past two months and not to have been aware that Hugh MacDiarmid's 80th birthday was being celebrated by the nationalist movement is well-nigh impossible.

The veteran nationalist's verse was celebrated in papers, seminars and *Festschrifte* and the Scottish cultural drum was loudly sounded. Among the events was a jamboree organized under the auspices of the Scottish Trades Union Council by a group of left wing writers and artists who are bidding fair to give Scottish nationalism an intellectual cutting edge that stump politicians such as Winnie Ewing, Willie Wolfe or even Jim Sillars are unable to supply.

The group numbers among it Tom Nairn, and for him the MacDiarmid festival was especially important. A key figure in the New Left in London as much as in Edinburgh, Nairn responds to the old poet's invocation of the "revolutionary spirit". A MacDiarmid coanlet heads his recent book, *The Break-Up of Britain*. But in addition, the festival tied in with his own work in Edinburgh.

As he explained in a recent interview: "It was to be a focus and a rallying point for the free-floating intelligentsia. We are out to fill the intellectual vacuity of the Scottish National Party which is still almost entirely philistine; it's been anti-intellectual since its early days, but also schizophrenic—there's been a break between the political movement and cultural nationalism. We would like to make an institutional attempt to repair the gap."

Mr Nairn is an émigré returned home. Scottish oil has not only brought the banks and finance houses flocking up Princes Street, it has also tempted back to Edinburgh a few of those thinkers and academics who have enriched London life since James VI and I came south with a train of magicians, scholars and theologians. Nationalism is a heady air, and the return of the natives has sparked the beginnings of what some people have called a cultural renaissance.

A new magazine *Q* was started last year. There is a rash of new surveys of Scottish history. There is talk of a revival in the theatre, and there are books such as Mr Nairn's to raise the level of political debate.

Mr Nairn, co-editor of *New Left Review*, sometime student of Oxford philosophy with Iris Murdoch, and a former teacher at the Hornsey College of Art, celebrated an exile's return by collecting together a number of the strikingly original essays on nationalism and the national identities of Scotland, England and Wales he has published in recent years.* His book is Marxist. It draws heavily on Marx's writings and relies on a broadly materialist philosophy of history, but Mr Nairn sets out along paths Marx and Engels never saw. As he notes: "The theory of nationalism represents Marxism's great historical failure."

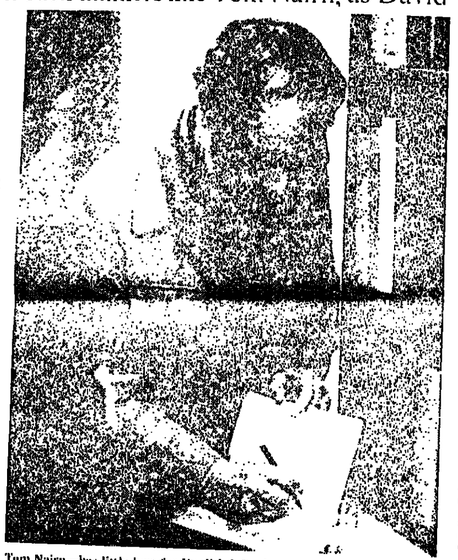
Left-wing or not, the book has been greeted as a pioneering attempt to explain the rise of the Scottish National Party in the round. Mr Nairn's essays contain few election statistics and pay scant regard to formal politics, instead they employ a broad historical sweep and compare and contrast nationalism in the United Kingdom, Spain (Catalonia and the Basque country), Canada (Quebec) and France (Brittany).

Mr Nairn is an original. All too often advocates of independence puff Scotland's similarity with affluent Norway and clean and prosperous Sweden. Mr Nairn strikes a different note. An independent Scotland would probably look more like what he calls the world's "misfit" nations—Mediterranean Portugal, Greece, even Israel.

Tom Nairn's work, when it is not overtly polemical, has an academic flavour. His approach to history resembles that of his colleague of *New Left Review*, Perry Anderson, and like him has a following among academics. But Mr Nairn has a Continental look; he lives the life of a "free-floating" scholarly intellectual more common, perhaps, in Europe. He makes a living from a privately funded body called the International Institute in Edinburgh and miscellaneous writings; since the departure affair of the late 1960s he has not been formally involved in a university.

Non-academic intellectuals are strange birds on the Scottish landscape and Mr Nairn's years of absence from his native country—he did not live there from 1958 until 1975—have made him a terse observer of the scene. Two subjects let loose a flow of comment—the Scottish "establishment" and the English.

His conversation bristles with a deep sense of bitterness against a



Tom Nairn—has little love for English left wing.

Scottish establishment and middle class that have not lived up to their historical role. We met in the neutral surrounds of the Edinburgh University staff club—Mr Nairn is a graduate of the university—but even in that putative centre of the Scottish capital's intellectual life he had sharp words for the lawyers, professionals and most of all academics who have failed to deliver.

"They are mainly staunchly anti-devolutionist. I have this awareness of an entrenched, peculiar Scottish establishment which leans very heavily on the British connexion . . . a ruling clique opposed to nationalism."

The theme pervades several of his essays in *The Break-Up of Britain*. Why did the Scottish middle class not become nationalist in the eighteenth century? What has been the relationship between the emigration of large sections of the Scottish cultural elite—the Macaulays and Carlyles—and the failure of political development at home? How are we to assess the cultural achievements of the Scots left at home, especially the literary movement known as "Kailyard", a sort of sentimental glorification of small town Scottish life?

The issue carries over for Mr Nairn from history to contemporary life. He was associated with the magazine *Q* which started last year and ran for several months before petering out through lack of sales this summer. It was a mixture of politics, arts and reviews with a specifically Scottish focus. Scotland, Mr Nairn concedes, is perhaps just too small for that sort of venture.

Here is the nationalist intellectual's torment. Many aspects of Edinburgh life are small scale and restricting. Scots can be notoriously conservative.

And yet there is a tendency to ignore such questions and turn the frustration and bitterness outwards. Mr Nairn, in recent articles, has broached the question of the English in Scotland. His essays in the book are pessimistic about English influences, he admits that it is a touchy subject and some of his reflections have lost him friends, even on the left.

The Scots are a tribe, he says, and a small one. The numbers of English intellectuals or professors in Scotland is not inconsiderable against their Scottish equivalents in England because there is an underlying symmetry." Despite his years of nurture in the bosom of *New Left Review*, he has little for the English left wing.

A contempt for England viewed from Edinburgh is apparent in sections of his book. The essays "Old nationalism and new nationalism" first appeared in a volume called *The Red Paper on Scotland*, edited by Mr Gordon Brown, the former rector and student leader of Edinburgh University (he is now a Labour MP). Parliamentary candidature. The depth of his contempt is shown by the change made when the essays were reprinted in *The Break Up of Britain*.

He writes: "At least the Scots have some consciousness of the 'Kailyard' as a problem; the English are still largely unaware of having arrived there. In Edinburgh people are at least ashamed of *Sunday Post* and Scottish television; in London their English equivalents are still taken seriously." In the original version instead of "folkloric spectacle" he wrote "the *New Statesman* or the *Times Literary Supplement*".

This sort of cultural snobbery seems miles away from the revolutionary spirit invoked by Hugh MacDiarmid—yet there is a connexion. To Mr Nairn Edwin Muir is a "wheezing nonagenarian"; political argument, bluntly put, is that the Scottish National Party represents a chance to break the power of the United Kingdom state and let in social and political change. Within Scotland the SNP is one of the most progressive forces on the political horizon.

The returned prophet's message as delivered by Mr Nairn is a hard one. It is not that he foresees apocalyptic change like some of his colleagues on the left. In fact he is very cautious about political prospects. Meanwhile, there is much intellectual work to be done and Edinburgh is a happy home just now for the Edinburgh circle of "just nationalists" is fairly lively, containing university academics like Owen Dudley Edwards, professional politicians such as Stephen Maxwell, former SNP press officer, and journalists.

One of Scotland's foremost political scientists, and one of the latter incidentally who coined the phrase "James Keltas, recently cold of the establishment, the judges, academics and teachers of Scotland, "it is from these men that the new political class in Scotland is to be drawn, unless they undergo rapid conversion to new ways of life."

He went on to say the future lay with a younger generation of Scots and immigrants to Scotland. Tom Nairn is among them, though how far into the future or to the left the Scottish National Party would wish to carry him or any intellectual baggage remains an open question.

The Break-Up of Britain. Crisis and Neo-Nationalism. 1965-1975. New Left Books, £7.50.

Judith Judd reports on the results of an experiment in applied teacher training

A test of old-style teacher education

The old debate about the combination of education and training in teacher-training institutions has been given new life as dozens of colleges redesign their courses or prepare new ones. The newer controversy about concurrent and consecutive courses also flourishes.

The results of a piece of research which sheds interesting light on both have just been published by the Society for Research into Higher Education. *An experiment in teacher education* by Professor Alec Ross, Dr David McNamara and Miss Jean Whittaker details an experiment carried out under the aegis of Lancaster University School of Education at Charlotte Mason College, Ambleside, and Churchy College between 1971 and 1974.

The aims of the experiment have already been publicised. This book seeks to elaborate them, to set out the methods used and to summarize conclusions. The authors say: "The key principle was that the traditional main course was dispensed with; instead students studied several subjects applied to the education of children of primary and middle school age."

The project challenged the assumptions on which many teacher training courses were based. The authors recognise that applied education has by now found its way into many courses intended for the teachers of young children. Their aim in publishing details of the original experiment is to encourage further developments in the area of providing an education as well as a training for intending teachers.

They are cautious about the applications of the experimental results. The project was designed in the 1960s when the need was for primary and middle school teachers. Probably a similar project should be carried out for secondary school teachers. In addition to this, it was set up with small teacher training units in mind. Though all teacher training units are now smaller than they were, the book says that the "small college solution may not be the appropriate one for a small department in a big institution."

The book begins by setting the project in its historical context. It points out that the applied education course was a concurrent course of a unique kind. "Part of its distinctiveness lay in its rejection of a commonly accepted assumption that certain elements of a programme of teacher education are the principal means of educating while other elements are the principal means of training the student."

A major theme is the difficulty of turning out good teachers at the same time as providing an academically demanding course. As the authors say in their analysis of lecturers' responses to the experiment, there was an awareness of "the ever-present tension in colleges of education between academic standards and practical relevance. There was no doubt that lecturers were worried about the academic standing of the experimental course". The project, however, was not based on a general rejection of the academic approach and the group of students involved took all the theory of education courses.

Nor was the project an attack on the teaching of subjects in a teacher education course. The thinking behind it was that students who were not going to teach specialist subjects might reasonably tackle an applied education course instead of a subject study. The experiment, the authors emphasize, was about the preparation for one particular type of teaching. The aim was to meet the criticism of conventional college courses that students were taught "a lot about something but nothing about a lot of things he or she has to teach".

One of the most important questions the research team had to answer was whether the course they designed stretched students intellectually and allowed them to develop personally. On the whole, the team felt it did, though they believed this was a point to be watched. The students, for the most part, felt the course was demanding.

All except for two students at Charlotte Mason, said the course had contributed to their own intellectual development. The book reports that those taking the applied education course achieved the same academic standards as those in the control group, so far as this could be measured. Those who went on to do the BEd validated by Lancaster University did especially well.

The other claim the team makes is that the project is more emphatic. Students who followed it were better prepared for teaching in primary schools and were looking forward to their jobs more. "The experimental course could be said to have provided a better background for teaching practice and the opportunity to develop new skills, notably in music, was much valued."

The students, and to a slightly less extent the staff, found the course helpful in preparing for life in the classroom. Some of the lecturers' comments about which course provided better training are mentioned: "Perhaps the answer lies somewhere in between the two, i.e. an applied education course but with the opportunity for the student to explore in depth certain subject areas"; or "no hesitation—a course of an applied nature gives much more opportunity for professional training".

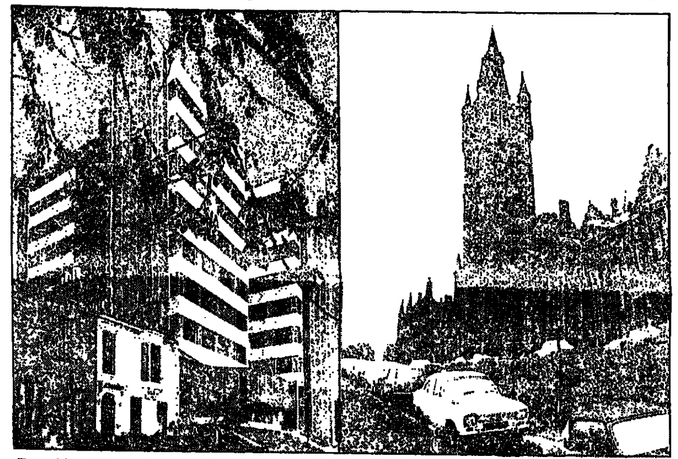
However, the lecturers' most common cry was a doubt about the importance of any course in preparing teachers. The success of a course, they suggested, depended far more on what students and lecturers were prepared to contribute.

There was some concern about the value of the new course as a preparation for middle school teaching and a suggestion that one model should be studied in depth. In their conclusion the authors say there is room for a further experiment in which two of the applied education modules might be studied in depth and less time be given to the theory of education.

Indeed, the authors suggest that the future of applied education may lie in varying the course according to the type of teacher. Those doing a subject such as French or music might need longer and therefore fewer modules. Infant school teachers would do more modules than junior school teachers, those in junior school one more than those going into middle school, and so on.

The linking of applied education to modular programmes will not be easy and the problems are discussed by the authors in their conclusion. Modular programmes are normally designed to allow students to delay their commitment to a profession. Almost by definition the applied education course is for those who are committed to teaching and who want a course of direct relevance to their future career. *An Experiment in Teacher Education* is published by the Society for Research into Higher Education at Surrey University, price £4.15.

David Walker observes the view from Glasgow's tower in the first of a series on Scottish universities



Two sides of the university's character: the old tower and the new Boyd Orr building.

Plain fare, but with distinction, is what belongs to Glasgow

Glasgow University is not the place to find many "Fancy Marys from Roedean", as the dean of arts put it. Glasgow is a hard town; its university population is one of the most locally-based in the United Kingdom. Most students go down the hill in the evening to "get some of the nonsense knocked out of them by family and friends." The phrase is the university librarian's: from his office it is half a mile to Maryhill and some of the worst slums in the country.

At least that is part of the picture. It is the image academics say is propagated by British Council officials in Edinburgh and London when they warn foreign postgraduates against going to study on dangerous Clydeside. It is the Rangers-Celtic, Jimmy Reid, Gorbals side of Glasgow and it certainly puts the fancy Marys off. They go to St Andrews and Edinburgh.

But the Glasgow picture ought to include the dissolution of its ancient academic institution, founded by Papal Bull in the mid-fifteenth century, a world centre of medical education, and a birthplace of the Scottish Enlightenment. There the paraphernalia of academic ritual are fancy enough: they take the caps, gowns and parchments of degree-getting seriously.

On the score of practical academic achievement the university ranks in the top ten for research money awarded. It is a centre of excellence in medicine, aspects of engineering, chemistry, economics and Latin American studies, among other subjects. The core values of academic life in Britain are probably nowhere better displayed than on Gilmorehill—Oxbridge included.

Yet in some ways the university is a plain place. It lacks the frills of Edinburgh, the dolce vita of St Andrews. Staff tend to be dour in the Scotch way. In certain quarters a visitor can pick up muttering about the Scottish character of the university being perverted in recent years.

Some of the old guard bemoan "Anglicization". They say the former principal, Sir Charles Wilson, though a Scot, imported namby-pamby Oxford ways. But through all the long years of the union, plain Scottish curricular fare and plain ways—ordinary degrees, relatively little graduate work, a bias towards undergraduate teaching, untrammelled professorial power—have been good enough for Glasgow.

Sense of apartness

It is a conservative institution—in the sense that the *sensatus academicus* and the court have only slowly and grudgingly moved along the road of modernization to make Glasgow look more like universities south of the border. The tempo of recent higher education development is less apparent here. There has been, for example, no growth trauma: Glasgow was big before the University Grants Committee went for broke in the late 1950s. Visitors are often impressed by a residual sense of apartness. Just as Clydeside is forgotten Scotland in these days of the East Coast oil bonanza, so the university seems out on a limb.

Apartness should not be confused with the Scottish national issue. A majority of the staff are firmly Unionist and university devolution has little interest for them. Glasgow is aloof in a time-honoured academic sense; staff would brook no interference with their teaching (especially from Edinburgh), and are generally lukewarm about "community service".

That said, the university is best approached from the city. Like Edinburgh, it is physically in the city. From the 1870s clock-tower there is a fine view. Gilmorehill looks out across the Clyde to the southern rim of the bowl of hills containing Glasgow. From it can be seen the area from which four-fifths of the students come.

City-university links are vital. The university's history is bound up with the city's growth from cathedral town to commercial entrepôt to industrial conurbation. Principals and Lord Provosts have come and gone together. But the links can be over-emphasized. James Watt, the pioneer of steam and one of the city's most famous eighteenth-century sons had only a tangential connexion with formal learning. University engineering had little to do with the city's industrial growth—the university only became involved in naval architecture, the staple of Clydeside, after the dominance of the mists rise to eminence. Adam Smith attended Francis Hutcheson's lectures in moral philosophy, took a chair in 1750 and in 1764 returned to his home town of Kirkcaldy to write *The Wealth of Nations*. In the nineteenth century Glasgow nourished medicine. Joseph Lister, the father of antiseptics, was professor of surgery in the 1860s. There also began the flourishing export of eminent academics to the south—Edward Caird left to become Master of Balliol in the 1890s.

The twentieth century saw the university's first lay principal take office. Export of academics turned into import as first Sir Hector Hetherington then Sir Charles Wilson returned from vice-chancellorships in England—at Liverpool and Leicester respectively—to become principal.

The university's history should counsel against taking the 1960s as the only period of rapid growth in student numbers. In 1931 Glasgow had 5,000. By 1948 there were nearly 7,500. Growth since then has been steady and unspectacular building up to the present 10,000. Older staff say the university's shape would have been different if Sir Hector had taken the chance in the late 1930s when there was money about and built residences. But tradition and a very conservative university administration were against it.

In what does Glasgow's much advertised conservatism lie? The university runs on respect for authority, on seniority, on its faculties and its senior professors. For instance, there is always a grand turn out at the funeral of a former professor, a contrast to many universities in the South. One bastion against change the arts staff say, is the faculty of medicine. Effectively Professor A. A. M. Duncan, the dean of arts says, it is the "University of Glasgow and the medical faculty".

Professorial power

The conservatism of the medics does not mean the absence of educational experiment for there is wide student choice within the medical degree. It does not mean the absence of progressive views on research, or women students: several Medical Research Council units are well-established and for nearly a century the faculty has had an outstanding record on the admission of women students.

But it does mean professorial power. During a recent debate on liberalizing internal government, the medical faculty has stuck out for professorial power and academic hierarchy. Of course, it has allies in divinity, law, science and the other faculties (social science comes under arts).

Of course in many departments, notably in the arts, consultation with junior staff has been long accepted and participation is as extensive as in any other liberal university. Professor Duncan, a great coiner of phrases at the head of the department of Scottish history, says he is bound hand and foot by his junior staff. Maybe, but it took concerted action by the non-professorial staffs in recent years to get debate about reform started.

Glasgow's tall and open doors are not yet the Glasgow way of things. Sir Charles Wilson's diffidence was typical. "I am pretty accessible," he once said, "but people may not choose to come to look for me."

The university's reluctance to change has its virtues. Professor D. W. A. Sharp, an urbane chemist by no means wedded to tradition, pointed out the marginal flexibility granted the university by its endowment: in 1974 Glasgow received endowments and donations to the value of nearly £500,000, twice as much as Edinburgh or Birmingham. In another field, staff genuinely agree that the senatus has done well by the library.

The traditional power of the faculties perhaps conceals their educational flexibility. The Scottish pattern allows a student options between ordinary degrees—work and a further year for honours, delayed specialization and a range of subject choices often cutting across departmental boundaries.

The days of teaching solely by means of large lecture classes are passing. In art, Professor W. R. Brock, the historian of America formerly at Cambridge, records they have gone far in teaching in small groups and tutorials. But such changes are not to everyone's taste. Glasgow's comprehension should not be exaggerated. In the arts especially it is reported that heads of department have just got to put their heads together and come up with a new joint course—putting it through the university committees is easy.

Like the other ancient Scottish universities, Glasgow is low in the league table of numbers of postgraduates. There are few taught courses and significantly few researchers. Just under 10 per cent of total student numbers in Glasgow are postgraduate compared with 18 per cent in the United Kingdom on average. The tradition is that they do a first degree then get out and do things. Those Glasgow undergraduates intending to research either don't want to stay on Clydeside or are actively encouraged by their professors to go out and see the world.

A similar picture holds for the social sciences and arts. But, as Professor Alec Nove, Glasgow's doyen of Soviet and East European studies, notes, the idea that Glasgow is "behind the times" is increasingly untrue. Postgraduate numbers are still behind, but in recent years they have come on apace. Little wonder in Professor Nove's area, since the fame of Glasgow's economists—Donald Robertson and Alec Cairncross, to name only two—is widespread.

Increasing the number of graduates will without doubt continue to be an aim of the university authorities under Glasgow's new principal, Alwyn Williams. A bright and affable geologist, Professor Williams and his unsnuffy wife made an immediate impact.

Coming from a chair at Birmingham he seems temperamentally inclined towards "modernization", whatever that means. That is an important qualification. The expansion of graduate numbers was starting in earnest in the early 1970s when the financial blizzard began blowing. Glasgow, with fewer postgraduates than either Edinburgh or Strathclyde, was left with a weaker base to make claims on research council studentships.

Numbers are not the only important part of a university's research enterprise. Glasgow ranks in the top ten for receipt of income from research councils and government departments. In 1974 with nearly £1.5m its income was three times that of Strathclyde.

The existence of another university across the town is a sore point with some staff. People in Glasgow probably know "the tech" better than "the uni". Strathclyde has invested in public relations; the university as a corporate body employs no publicity officer and cures little for its image. The success of Strathclyde undoubtedly stimulated university interest in applied work.

Glasgow University can still be said to be fully unionist both in the political preferences of the majority of staff and in terms of their expressed wish (through the Association of University Teachers and the court) to remain part of the University Grants Committee.

Glasgow and the English universities, especially Oxbridge, drink from the same well of academic tradition. Without surrendering one jot of their university's antiquity or the particularity of its tradition, the Glasgowians need the English connexion to defend one of their academic flanks. Without it a lopsided university could become a purely local institution.

To illustrate the point, note the absence of debate at Glasgow about community service. Note, at least until Professor Williams's arrival as principal, the lack of attention paid to communication both within the university and more important, with the outside world.

Teaching is key

Proletarian city, middle-class university contrary to southern impressions, Glasgow is held by many staff to be "a fine middle-class city in which to live". Several of the more politically-minded staff are prepared to extend the judgment to cover the university. Glasgow, however, is a much more class conscious place than Edinburgh and more apt is a phrase coined by one of the professors, "a Burton blue suit kind of place."

The phrase is not slighting; the sense is conveyed of a teaching institution. Students come from the local schools for a solid grounding in basic university subjects. The university has a specialist investment in teaching students from disadvantaged backgrounds — who believe, like all Scots school children, in pedagogical authority. It is as an efficient teaching institution that Glasgow ought properly to be judged.

Professor Duncan's plain academic pride demonstrated here is characteristic. It rests on a tradition of five centuries teaching work in medicine, law, in chemistry. It helps explain why Glasgow academics should recently have been among the most militant on the question of pay.

This sense of academic pride helps explain attitudes on devolution, too. Though their work is intensely local Glaswegians retain a grand conception of the academic vocation which fortified them against government interference from Edinburgh in favour of the UK connexion. The view from the clock tower notwithstanding, Glasgow will not surrender its history easily.

How large should a polytechnic be? T. A. Hempstock discusses the implications of recent growth patterns, and argues that there is as yet no convincing evidence for any significant economies of scale

Can big still be beautiful for the polytechnics?

We are just passing through the time of year when potential students at polytechnics in England and Wales are encouraged to join full-time courses in greater and greater numbers—if grants are made available. The extent to which publicity contributes to success in attracting additional students is suggested by the rate at which polytechnics are increasing their numbers, particularly of full-time students—from 83,146 in 1969 to 126,593 in 1976.

The expansion of postwar higher education both in this country and abroad, especially in the United States, Russia, Germany and France, brought into focus the question of the size of establishment in relation to its educational function. The problem had by the 1960s become particularly acute in America and France where vast universities developed with up to 30,000 students, a figure approached in this country only by London University with its 23,000 in the early 1970s.

Perhaps because British universities had grown no larger than the 10,000 to 12,000 in isolated cases like Oxford, Cambridge, Manchester and Edinburgh, the question of the appropriate size of higher education establishments had never been seriously considered until the early 1970s.

It is not surprising, therefore, that the setting up of polytechnics between 1969 and 1973 was accompanied by no serious debate on size.

The Plan for Polytechnics published in 1966 reflected the current ambivalence in attitude towards size. Even before the chosen colleges had been designated, the White Paper was talking modestly of a minimum full-time student figure of 2,000; by the time of designation some 20 weeks later the new polytechnics had passed that figure and certain of them, notably Leeds, Manchester, North London and Portsmouth, had doubled it.

Perhaps it was a reflection on the tentative nature of the Department of Education and Science's aims—for example, Manchester Polytechnic in its 1973 revised Development Plan. The brakes, if fitted, were certainly not to be applied yet.

Whatever the augers, the Government's apparently sudden *volte face* over the pattern of teacher training threw into confusion the polytechnics' plans for maximum enrolments, envisaged in their development plans. Arising from the first proposals, 25 polytechnics acquired additional full-time teacher training students without much reference to the organizational, administrative or, to some extent, the educational consequences of the decision.

As well as the effect of this change on operational numbers, the already unfortunate results of the spread of up to 16 sites originally occupied by some of the new institutions were aggravated by the addition of further sites occupied by colleges of education. But there is no record of any polytechnic having declined the invitation to absorb a college of education. The polytechnics' extended involvement in teacher training is illustrative of the attitude of the DES, polytechnic directorates, and local authorities towards the discipline of an agreed target of maximum numbers.

For better or worse, the mark of maintained further education in this country has, since the last war, been the sustained and often successful effort to increase numbers of students. While much of the meritorious and sometimes distinguished work of advanced further education owes its success to the efforts of dedicated and perhaps ambitious college principals and heads of departments, the classrooms of many colleges have nevertheless been the scenes of costly and uneconomic educational ventures undertaken in the name of expansion.

Growth in numbers became one of the accepted features of the successful establishment and one endorsed by the terms of successive Burnham Reports. The rewards, both material and spiritual, of amassing large numbers of students have tended to reduce the importance of considering the educational significance of optimum size.

It is clear that the prime mover towards bigger colleges and polytechnics has been the DES in the mistaken belief that therein lay economies of scale. At the same time its voice and pressure have found an echo in the education offices in the country. The rather undignified scramble for polytechnic designation which took place in some education authorities following the 1966 White Paper was paralleled by a similar anxiety to be involved in the shire-out of the teacher training cake in 1974-75.

Prestige and status are thought to go with large and important institutions. Close observation of the activities of some education committees and their offices suggests that not a few have been happy to succumb to those seductive attractions which size lends to educational organization.

In view of the current trend in polytechnic enrolment, and before the country is faced with the problem of gargantuan agglomerations of highly diversified major institutions such as faced America and France in the 1960s, the claims seeking to justify large-scale educational institutions should be looked at.

These claims are usually based on educational, organizational, administrative and economic grounds; but only the last of these is quantifiable in any scientific way. The theoretical nature of these claims demanded the assembling of such facts and views as are thrown up by the first five or six years of the polytechnics' existence. The following observations may serve to open the topic of institutional size to wider discussion.

One of the fundamental articles of faith which has influenced education at all levels from pre-school to postgraduate is that learners profit most if there is an opportunity for minds to be influenced and horizons to be broadened by contact with others. By extension, an increase in the number and variety of these influences will be likely to lead to a more successful educational process.

Support for this principle has eased the conscience of many involved in the growth in size of universities in the Western world. Reliance on the same belief has contributed in no scant degree to a condemnation of the English pattern of teacher training with its large number of colleges with small numbers of allegedly introverted trainee teachers. It is just possible that the effectiveness of the teaching force is determined by the innate quality of the recruits rather than the conditions in which they have been educated.

The total educational success of an institution must stem in the first place from the intellectual quality of its members, particularly its students. Without good raw material, the finished product will be less than first-class whatever the effect of other extraneous influences. It is not possible to measure the comparative effects on the education of the higher education student, either university or polytechnic, studying in an institution of 1,000 students or one of 10,000. In Cranfield less successful educationally than Manchester University, the Massachusetts Institute of Technology than the University of California?

The views of teaching staffs in a cross-section taken from five polytechnics show little sympathy with the view that the educational process needs to take place in very large institutions. While recognizing certain material and organizational benefits allied to a *multi-disciplinary* establishment, only 10 per cent of the 430 people asked favoured a polytechnic of 10,000 full-time students, and 80 per cent said the optimum size was 5,000 to 6,000.

The preoccupation of staffs with a moderately sized establishment was also illustrated by a two-thirds preference for some form of federation within the polytechnic system, giving a large degree of autonomy to the parts. However, it appears that federation is not regarded favourably by the polytechnic directorates and certainly it was rejected by the DES in the early formative years of polytechnics.

Since federation is out, the alternative method of striving for limitation in size is reflected in a series of formidable patterns of faculties, departments, schools and sections not always happy in their responsibility to an academic board.

The existing nature of polytechnics has led to a massive proliferation of meetings of committees, sub-committees, and boards. A typical academic year produces 200 meetings in addition to any informal staff meetings not minuted and not reported to a senior meeting. There is a dilemma here; the rank and file of teaching staffs say they prefer to spend less time in these meetings.

But on the other hand, there are those perhaps rather more politically minded who wish to press their own proposals for development by all means possible or are concerned to protect their own or their colleagues' rights against the threat of possibly unsympathetic authority.

This is parallel to the apparently irreconcilable views within staffs where the majority view supports a limit of about 5,000 full-time students in a polytechnic while there is constant staff activity aimed at increasing with all speed the submission of further full-time and sandwich courses. For example, Manchester Polytechnic with 120 courses had proposals in 1975 for an additional 60 as an early target. The virtual halt in polytechnic expansion occasioned by money shortage in the mid-1970s should have given a chance to pause and think.

Much of the case for larger educational establishments has been built on economies of scale, a belief that costs in most areas of educational expenditure will increase more slowly than the growth in size of institution. The history of polytechnics since their inception gives no cause for optimism in this direction. The degree of correlation between total recurrent costs and number of students is tentatively measured by a coefficient of no more than 0.36; this is also reflected in all the major contributory sectors of recurrent expenditure.

One consequence of the earlier feverish activity arising from the pressures towards growth has been the development of administrative patterns which in turn have caused concern not only to senior administrators in polytechnics but to local education authorities accustomed to the relative rigidity of local government staffing before re-organization.

Because some advice seemed to be called for the L.e.a.s' pooling committee set up in 1975 a working party to look at the nature and style of administration in polytechnics. The picture that emerged was too inconclusive to form any basis for advice or action.

Naturally, institutions dispensed of their administrative resources to meet their own estimated needs. However, it is difficult to reconcile ratios of administrative staff to full-time equivalent students at values as 1:12 and 1:47, or administrative costs as percentages of total recurrent costs as diverse as 7 and 10:3 with no relation to size of institution. Between sizes of administration costs there seems to be practically no measurable correlation.

The claim that costs of administrative staffing are low in large polytechnics because many managerial functions are performed by teaching staff, is not borne out by the facts. In many instances high teaching staff costs are accompanied by a high level of administrative costs irrespective of size.

The inconsistent figures of administrative costs do nothing to refute the conclusions of Blau in the United States and Pickford in this country, who have found that beyond a total full-time enrolment of 4,000 in colleges and universities there are neither economies of scale nor disadvantages in increased administration associated with increased size.

Applied to English polytechnics where the same tentative conclusions can be drawn, this does not encourage the belief that administrative economies of scale [illegible] increases in institutional size. Growth in the size of polytechnics is largely accompanied by a diversification of their courses and interests and the Blau principle of increasing administrative costs with greater diversification of activities seem to operate in larger establishments which do not make a positive attempt to reduce costs.

Since only 6.7 per cent of total recurrent costs of polytechnics is attributable to administration, it may be considered that this is not an area of expenditure which is especially relevant in considering economies of scale or determining size. But when the argument of economies of scale is also applied to other sectors of expenditure as justification for increasing size the experience of polytechnics provides no convincing evidence.

The ancillary costs of polytechnics in 1975 were analysed, including non-teaching staff costs, premises, supplies and services, and establishment expenses.

With the exception of Leeds and Trent, who had a consistent record of economical operation, the unit costs of these ancillary services in the largest polytechnics were comparable with those in the smallest, while the correlation evidence was little different from that applying to administration costs.

The same kind of evidence is produced in respect of libraries. Neither increasing size of polytechnic nor centralisation of library facilities showed any drop in unit costs.

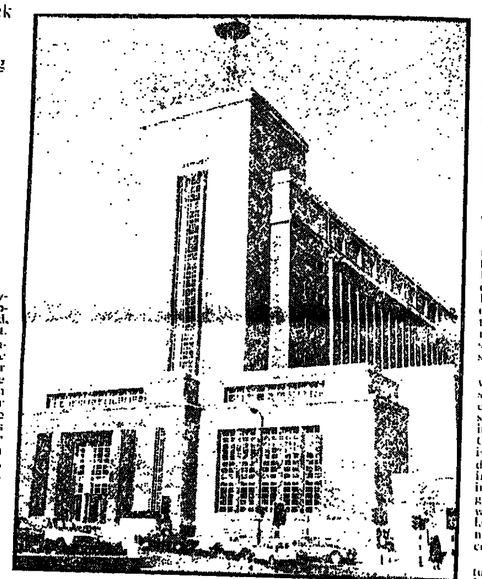
The main single item of recurrent expenditure in any educational establishment is the cost of teaching staff. In polytechnics this constitutes 56 per cent of annual costs and must therefore affect, and be affected seriously by, any steps to increase or decrease total expenditure.

Again, investigation has shown that there is a limited correlation of size with salary costs, which is hardly significant. There is likely to be little change in this position if the Burnham Reports ensure a distribution of teaching staff costs which will do little or nothing to reduce relative expenditure under this heading; rising numbers bring a corresponding increase in staff establishments.

It is also clear that the endorsement by the Delany working party of staff-student ratios at levels little higher than at present operating will not make for staffing economies. This is not the place to suggest means of increasing size by altering staff-student ratios but greater economy here would seem to be one of the few ways of providing some economic justification for continued growth in polytechnic size.

Nevertheless, any such change would not appear to alter staff attitude to size. Opinion in the staff rooms is not seduced by impressive designs and, let it be said, not all directorates look for bigger and bigger polytechnics. The absence of convincing evidence of economies of scale in any of the areas of polytechnic expenditure at the same time suggest a need for a re-appraisal of the philosophy which allows polytechnics to drift beyond a full-time equivalent enrolment of some 6,000 students into big businesses threatening to be twice as big.

The author is senior research fellow in the John Dalton Faculty of Technology at Manchester Polytechnic



Trent Polytechnic: continued record of economical operation

'At the beginning there was no serious debate over size'

'Prestige and status are thought to go with large institutions'

advice that in 1973 its permanent secretary, Sir William Pile, appealed for serious thought to be given to the size of higher education establishments. There is no evidence that either the universities or the polytechnics showed a concern about any threat owing growth in numbers.

It was not until 1974 that the general board of Cambridge University declared a restriction of growth to 11,000 students—as a matter of principle. Throughout higher education, it was generally the effect of economic forces rather than educational principles which limited expansion of numbers in the 1970s.

In fact, the DES had asked polytechnics to submit development plans by 1972, apparently to assist in the production of the White Paper of that year, *A Framework for Expansion*. It was here that the highly optimistic figure—as it turned out—of 180,000 full-time students in polytechnics by 1981 first appeared. The convenience of the arithmetic which divided 180,000 by 30—or alternatively multiplied 6,000 by 30—was evidently irresistible and so a new average figure for polytechnics was arrived at.

Some directorates were slightly alarmed at the size of this figure, but on the other hand, there were those looking beyond 1981 to figures of 12,000 as sizes appropriate to their

BROADCASTING AND HIGHER EDUCATION

In the first of a series of articles on various aspects of the relationship between broadcasting and higher education, Tony Bates of the Open University summarizes some of the main issues involved, and discusses in particular the effects of television on techniques and methods of teaching unconventional subjects

Tuning in to the medium's message

Not long ago intellectuals often boasted that they did not own a television set, using it as a mark of cultural superiority. Even today, television does not have the same kind of cultural recognition as film, and both film and television are still noticably absent from the *official* prospectuses of most universities.

Yet for the majority of young people in Britain, television has been a dominant cultural influence. If one considers television dramatists such as Dennis Potter, Alan Plater and Elwyn Jones, drama producers such as Christopher Morahan, documentary programmes such as *Horizon* and *Survival*, serials such as *War and Peace* and *I, Claudius*, and political reporting through programmes such as *World in Action* and *Weekend World*, television is clearly a major creative, cultural force.

What, therefore, are the effects of television and radio on higher education? First, broadcasting is increasingly providing university teachers with a source of teaching material. In particular, many institutions can now make use of Open University and other educational broadcasts in their teaching.

Copyright laws, however, still severely restrict the use of television for teaching purposes. Permission is not normally given for recording general broadcasts, and the opportunity to record programmes covering contemporary events, and to analyse such programmes in the light of political and economic theory, is lost through the restrictions on "off-air" recording. Even to use Open University broadcasts requires a payment of a hefty licence and recording fee to the Open University.

But the failure to use television as a source of teaching material is due as much to the conservatism of the academic profession as to the restrictions of copyright law. Otherwise, how can we explain the failure of most universities to treat television and radio as seriously as literature?

A few polytechnics—such as the Central London Polytechnic—offer undergraduate courses which include media studies, but almost no university does so. When broadcasting is included in the curriculum, it is usually treated as an example or a case-study illustrating certain theoretical or epistemological approaches. For instance, sociological courses on mass communications tend to approach broadcasting tangentially or coincidentally.

There is a greater tendency to treat broadcasting as a subject worth study in its own right at a postgraduate research level. At least four universities have extensive programmes of research into broadcasting. Until very recently, however, although suitable sympathetic noises have been made, the broadcasting organizations have been at best suspicious and at worst openly hostile to external research.

Earlier this year the BBC, almost certainly prompted by some blunt criticism from the Annan committee of its attitude to external research, came up with the idea of a research foundation for studies of the impact of broadcasting on society. But this remains only an idea and money has still to be found.

Few universities or polytechnics seem to treat television as a cultural medium, worthy of analysis, appreciation, and criticism in the same way as literature. Again, a major reason for this must lie in the difficulty of accessing such material in a permanent form.

It is particularly disappointing that the Open University has no course on television studies. Even its course on twentieth-century drama concentrates entirely on the theatre. The irony is that it was necessary to adapt the stage plays for presentation through television. Although these have been most skilfully done, it is a pity that the subject of study is not television plays themselves.

Perhaps the most fundamental effect of broadcasting on higher education is as a *method* of teaching, illustrated by the Open University. Here broadcasting, together with correspondence education, has been used to transform teaching from a face-to-face group experience to an independent and individual approach to learning.

The Open University of course has moved substantially from its early concept as the University of the Air. Now, students are lucky if they get more than one programme a fortnight. Their studies are still basically print-based. Nevertheless, our research into Open University programmes and student reactions to them has clearly substantiated the view that the broadcasts are a valuable and influential teaching medium.

To some extent, the availability of broadcasting has influenced the very courses offered by the Open University. For instance, *War and Society*, a third-level history course, draws heavily on archive film as primary historical source material, and a substantial part of the Open University's *Mass Communication and Society* course examines the way television covers political events, both in Britain and the United States.

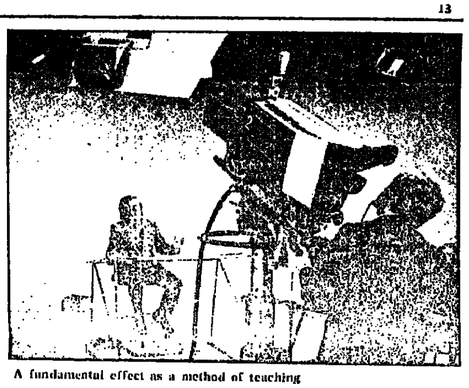
Less obvious, but more exciting, is the way television has influenced the teaching of more conventional subjects. The opportunity to use film and computer animation, and complex three-dimensional models, is enabling many students to understand more rapidly mathematical ideas which they often fail to understand or find difficult to grasp when presented in the abstract. A third-level science course *Understanding Space and Time*, for example, is attempting to use television to explain ideas which have previously been explained only through the use of highly advanced mathematical techniques.

Yet despite these positive influences of broadcasting on higher education, it still remains outside the mainstream of academic life. Surely issues such as the selection and presentation of news, the relationship between politics and broadcasting, the treatment of current affairs on television, the impact of broadcasting on society, the role of broadcasting in education and Third World development, the control and management of broadcasting in a democratic society, the structure of broadcasting in different countries, and television drama and documentary, are all worthy of study in their own right?

Many students, however, leave university without any understanding of the most important cultural influence on their lives. It is high time that broadcasting was considered a fully respectable companion of higher education.

The author is senior lecturer and head of Audio-Visual Media Research Group, at the Open University's Institute of Educational Technology.

Next week: David Moore on broadcasting and further education.



A fundamental effect as a method of teaching

Jim Alty (right) describes the background to a recent move in cutting computing costs

How North-West universities cast a computer net

For many years universities attempted to satisfy all the computing needs for teaching and research from their own locally-based systems. However, as demands for computing facilities increased and grew more varied, it became apparent that it was not really possible to satisfy every user population from one machine centre. Not only would the cost of equipment be prohibitive, but a large number of staff would be required to provide a full range of services.

Collaboration between neighbouring universities was the obvious answer, and the Flowers report crystallized thinking on this subject by outlining the economic benefits to be obtained from the sharing of computing power.

The implementation of the Flowers report and the resultant experience gained in the sharing of computing power—albeit on a limited scale—has encouraged universities to extend the principle of resource sharing beyond the use of central processors to programs and application packages, and to sharing the special expertise needed to develop and maintain them.

Such collaborative efforts are now generally accepted as the correct way forward for university computing departments, and joint ventures are currently in progress between universities in the South West, in Scotland and in the Midlands, as well as the North West.

Collaboration between universities in the North West first began in 1972 when the University of Manchester Regional Computing Centre (UMRCC) provided remote job entry facilities for other universities. Though the University of Liverpool also provided similar facilities at a later stage, the unidirectional nature of these links restricted large scale collaboration.

Thus when it became apparent that considerable benefits could be achieved if it were possible to transfer a large number of small jobs between various sites, it was decided to make a detailed evaluation of comprehensive networks, both in use and under development, and implement an interim network as soon as possible, using existing equipment.

The interim network links the mainframe computers at Liverpool, Manchester and Salford and provides facilities for file and job transfer. Keele and Lancaster universities utilize the resources of specific computers in the network from remote job entry terminals, but their own computers are not linked to the network.

Though network usage increased rapidly (over 5,000 jobs are transferred each month) and highlighted ways in which local users could collaborate, the interim solution did not offer a sensible basis on which to expand. In particular, it could not provide the ready access to all computers in the network—which is essential if the maximum benefits are to be realized—and did not provide the rapid turnround of results fundamental to a large proportion of university computing.

Additionally, it did not offer facilities for interactive teletype terminal users; and to have done so would have been very expensive in terms of equipment and line charges.

After a detailed investigation, the ICL Cannet (General Administrative Network) system was chosen to provide a fully distributed network for computer users in the north-west universities.

The major factors which influenced this decision were that Cannet offered the means whereby users at various sites could exploit the full facilities of the other sites automatically and without special arrangements; the necessary software was at an advanced stage of development and could therefore be put into service quickly; the outstanding development could be undertaken with existing manpower resources; and the cost of additional equipment would not be prohibitive.

The initial Cannet development was undertaken by ICL with financial support from the Department of Industry. Although the project was experimental, a working network had been established between two computer centres, and was demonstrated to representatives of the north-west universities during the investigation stage.

The decision to proceed with Cannet was taken in July, 1976, and a project team was set up comprising system designers and programmers from both ICL and the universities. This team has concentrated on developing the existing Cannet software for use in the universities where there are a large number of users, the majority of which require interactive facilities, or run very small jobs in the batch mode.

The first phase of this work was completed in July 1977 when the reliability and facilities of the software were demonstrated by successfully passing files and data across the network to and from the mainframe computers at Liverpool, Lancaster and Salford universities. All three sites are linked by Post Office tariff 7 lines in such a way that if a breakdown occurs in one link, Cannet automatically chooses another route between mainframe computers.

A pilot operational service will commence shortly between these three universities during which the network will be "open" for several hours each day. This will allow the initiation of jobs on any computer from remote locations, the transfer of users' files from mainframe to mainframe on request, and access to either a local or remote mainframe from a teletype terminal for an interactive session.

Once connected to a computer in the network, the user behaves as though he is connected to his own mainframe computer. The Cannet software controls the transfer of data, and ensures that results are passed back to the initiator. Accounting within the network is done on the basis of the number of messages and file blocks transmitted across links.

The network is to be extended in future by the connexion of the considerable computer power available at UMRCC and a new computer which is planned for Keele University. This is likely to be a different machine from the ICL 1900 Series computers which make up the existing mainframe computers, and will provide additional facilities and the opportunity to develop a fully machine-independent network.

Further improvement to the facilities are also planned, including the use of visual display units as network terminals and the ability to link more than one computer to a front-end processor.

Computer power is not the only resource to be shared on the Cannet network. One of the arguments supporting the introduction of the network is that duplication of effort on software projects can also be avoided by concentrating maintenance and development at specific sites.

Facilities for collaboration between comparable research groups in different universities will also be improved because they will be able to obtain access to common databases and programs, and can more readily exchange ideas and results. This feature of network usage has already occurred on the interim network.

The ability to rationalize software support services highlights the most significant benefit of the distributed network, namely the financial savings. When users recognize that savings can be achieved by avoiding duplication in software development alone, there is likely to be a considerable increase of interest in network techniques.

Many software packages, which in the early days of computing were free, are now being charged for at an economic rate. By installing such packages at one site only, considerable economies can be achieved.

Expenditure on hardware can also be reduced once a network with considerable computing power is established. At Keele, for example, the university is now negotiating for a replacement machine. By using the network regularly for some of its processing requirements, Keele computer department will be able to operate a satisfactory service with a much smaller machine than would otherwise have been necessary, and will be able to provide local users with the same facilities and level of support that are enjoyed by their counterparts elsewhere in the region.

The mainframe replacement strategy already agreed has effectively counterbalanced the initial capital costs of installing the Cannet network. When the network is fully operational it will be possible to relinquish many of the dedicated Post Office lines, modems and terminals currently linked to UMRCC and Liverpool. Though the equipment is likely to be redeployed, considerable savings in line charges are envisaged.



The author is director of the computer laboratory at the University of Liverpool, and chairman of the North West University network coordinating committee.

BOOKS

Family life among the gentry

The Family, Sex and Marriage in England, 1500-1800
by Lawrence Stone
Weidenfeld & Nicolson, £16.00
ISBN 0 297 77133 7

A large amount of research has been completed in the past 20 years on the structure and changing relationships of the family, but no one has so far organized and synthesized this fragmented knowledge into a coherent whole. Professor Stone has now accomplished this heroic task with characteristic energy and zest, and with a fine sensibility. His wife has been his close collaborator and critic at many points in the narrative, and so it is not all written from the man's point of view.

It is a very long book (680pp)—at least 100 pages too many for even the strongest digestion—but the reader who stays the course is rewarded with a clear, honest and painstaking account, richly illustrated with examples, pursuing an argument that has an internal logic and carries conviction. There will be quibbling over small details, but no major disagreement, I think, with the general perspective.

Professor Stone traces a fundamental change in family relationships between 1500 and 1800. At the beginning he depicts the family in its late medieval form as an open lineage, embracing a large number of kin, who lived as a crowd, without privacy or much consideration for the individuality of members. The interests of the group were set far above those of single persons. Marriage was first and foremost an economic alliance and it did not usually last long, for death so often came untimely and removed one partner. It therefore made good sense for husbands and wives not to develop too much affection for, or dependency on, one another. Similarly, they accepted the fact that their children came quickly, and went quickly. Relations with them were cool, although, so long as they lived at home, the father ruled them all with stern authority.



"The Beautiful Family" by George Romney

Changes in these relationships developed out of Renaissance ideas and the religious Reformation of the 1530s, and worked their way through to completion by 1700. The family became a tighter, smaller nucleus of parents and their children, enlarged by grandparents for short periods only, and no longer embracing a large circle of kin.

The change was enmeshed in a host of other contemporary intellectual, economic, social, and spiritual developments which Professor Stone describes along the way. The bonds of lineage and kin weakened as the nation and the commonweal laid claim to men's loyalties, and the church inspired in many a consuming religious enthusiasm, which broadened men's sense of responsibility to their fellows at large and at the same time concentrated their attention on the small and intimate family circle.

The family became a much more private social unit, and men and women began to marry for mutual aid and comfort rather than for economic advantage. They cherished their children more, educated them with greater care, and at greater cost to themselves in time, trouble and money. They grieved much more when their children died, or strayed from the path of rectitude, but that path itself was no longer one straight, narrow road prescribed by the head of the household. It allowed the child a freedom of choice unknown in an earlier age.

A more indulgent regime in bringing up small children led them on to adolescence, when they were given reasonable choices between careers, and sometimes a wholly free choice of marriage partner. As marriages became more relaxed partnerships, built upon affection, romantic love began to flourish, and among other consequences, gave rise to a series of romantic novels in the eighteenth century that were more popular than didactic literature, and engaged the interest of increasing numbers of women as authors as well as readers.

The more assiduous practice of birth control reduced the numbers of children born to a family, and permitted the fortunate few to be more pampered. Sometimes, indeed, they were shockingly spoilt, like the son of Lord Holland who was brought into a dinner party at the dessert stage, and who made such a fuss that he was finally given his way and allowed to wallow and splash in a bowl of cream.

This summary gives nothing but the bare bones of the argument. Professor Stone provides a wealth of fascinating detail, discussing such matters as the diseases that most commonly weakened and killed family members; the psychological traumas that were the consequence of parental deprivation, when babies were regularly put out to wet nurses and left for months and years in other people's houses; and the virtual absence of adolescent tensions in families which dispersed their children for work outside the home in their teens.

Some new strands of development in the history of the family can be seen to have been cut short by changes of direction; for example, there are signs that the legal rights of wives and widows were being eroded in the sixteenth century though the process was arrested before it reached its full term; for a very short period between 1520 and 1560, aristocratic women began to receive an academic education of high quality, and showed their ability to benefit by it, but this lucid interval ended abruptly; during the Commonwealth period lower-class women laid claim to some independence of thought from their menfolk, but fell silent again at the Restoration; the form of primogeniture, favoured by the gentry in the sixteenth century, proved so harsh that it was moderated in the seventeenth by the introduction of the strict settlement giving younger sons a fair (though small) inheritance alongside their elder brothers.

Professor Stone handles dexterously some changes that produced paradoxical situations and unanticipated drawbacks. His generalizations have not been unnecessarily easily. But his sources of information have compelled him to remember constantly the diversity of human relationships and to retain a firm grasp of ambiguous and conflicting reality: the directness and candour of some of his contemporary evidence is at times astonishing. Hence even his carefully worked out chronology is far from simple, and has to allow for overlapping periods of change. At the end he underlines the important conclusion that new patterns of family life never excluded old ones; they simply added to the variety of alternatives.

From the brief summary already given it will have become clear that Professor Stone's family is upper class. It comprises the gentry and their offspring who entered into the higher branches of trade or the professions. Because they were all highly literate they left diaries and autobiographies in profusion, and give Stone his mass of telling quotations. In short, the gentry and professional classes were the innovators who were responsible for changing the conventional forms of family life. They prescribed new standards of gentlemanly behaviour, they moulded family attitudes in a new way, and the aristocracy and the middle classes later followed suit. The influences upon the gentry were bookish—foreign books feature prominently—reinforced by practice. Plainly, in this new age of printing press, the means carried enormous weight, and ... ute people, and ... much greater effect ... actions than it does ...

But this conclusion ... that working-class fa... much contact with ... books, have a different ... Professor Stone asserts ... them up into his ... result that his fore... the gentry is punctu... fully lame passages ... families that fail to ... indeed, spoil the sto... good book. ... shed light on working ... meagre indeed, and ... in the information there ... Cesare Stone looks ... and fetches up with ... speculations that ... with the firm outline ... argument. On some ... offer no more than ... sive guesses, occupy ... lines or so, on lower-c... and attitudes.

Not all readers will ... ciate Professor Stone's ... fully in making this ... truth is that even ... most favoured by the ... represented no more ... per cent of the total ... Counting in the nobility, ... merchant class, and ... sions, Professor Stone ... a manageable problem ... conventional family life ... most 10 per cent of the ... in sweeping up the remaining per cent into a set of other generalizations, that only ... the lessons learnt from the 10 per cent, he is making a possible task.

We have enough glimpses ... of the routine of life of peasants ... us against agriculturists, ... men, drovers, and ... artificers with a stable ... base, to postulate quite a ... variety in the family ... of the lower classes as in the ... Bookish influences were ... non-existent among working ... which meant that the sheer ... necessity of getting adequate ... and shelter for survival was ... spondingly strong. Regimes ... therefore, had to adapt ... economic necessities of ... circumstances, and since many ... lies continued in the same ... tion for generations, we may ... to find many more exotic and ... rooted forms of family life ... those exemplified by the gentry. ... the wider circle of ... whose economic activities, ... all, ran along fairly standard ...

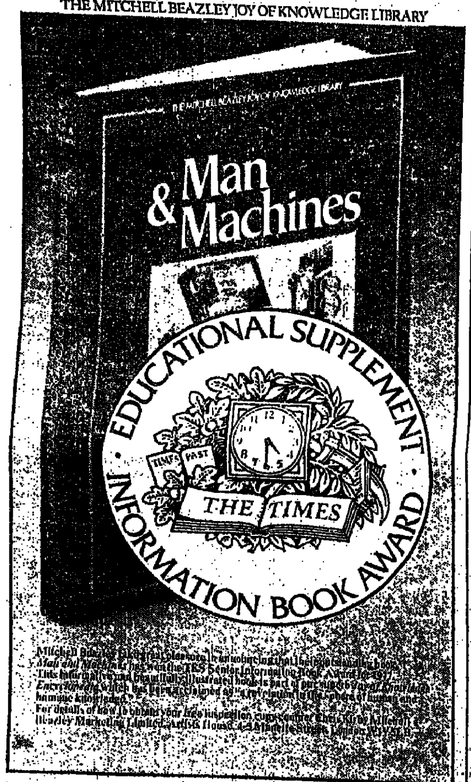
Readers, then, must give ... fessor Stone's book another ... the history of upper class ... between 1500 and 1800, ... masterly survey, full of ... suggestions and imaginative ... standing. It moves briskly, ... ment is clearly signposted ... turn, and it is very effectively ... trated.

One cannot help reflecting ... end on the extraordinary ... of the English gentry and their ... ning in this new age of ... printing press and vigorous ... omic and intellectual ferment. ... gentry had leisure and ... but enough was used for ... tive purposes to benefit ... as a whole, and to have ... consequences for the future. ... gentry were innovators in ... ture, in industry, and in ... they were intellectually ... turous, taking up ideas from ... publishing them at home, ... experimenting at considerable ... to themselves.

Here we have an account of ... gentry's role in reconstructing ... family life, and adjusting it to ... the changing environment. ... stability of society during the ... tentous economic changes of ... later eighteenth century ... something to the fact that ... supported during the previous ... centuries of overwhelming social ... and intellectual upheaval a ... leisured class that sought, ... example, sensible flexibility ... the future.

Joan ...

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BOOKS

Does social work really work?

Perspectives in Social Work
by Noel and Rita Timms
Routledge & Kegan Paul, £4.95 and £2.50
ISBN 0 7100 8505 2 and 8519 2

The past decade has seen many earlier hopes for the development of social work fulfilled and yet, it seems, there has been ample justification to ask: does social work work? Indeed, this and other concerns have divided social work itself and have contributed to the feeling that social workers frequently lack confidence in themselves and in their preparedness for the work they are required to tackle.

Although they wisely do not declare social work a disaster area or offer to resolve all problems, Noel and Rita Timms have carefully addressed themselves to the problem of an expanding sector of social policy in which all is not as well as it might be.

What, then, are the key dimensions of the problem and what is to be done? It might be argued that above all the problem is one of unrealistic expectations and demands among social workers and the public. The Timms's analysis touches on this, but it largely takes a different form. The problem of social work and a response to it is sought primarily *within* social work and only indirectly in the expectations and demands placed upon it.

The very nature of the book is such that a single diagnosis is not offered, but the key strands in the argument are: that the nature and role of social work and the social worker are often misconceived; that the knowledge base of social work has been subject to the development of premature and stultifying orthodoxies; that the evidence on efficacy has been alternatively ignored or misinterpreted—a common failing in the social work approach to evidence and to knowledge; and that, inevitably, practice has suffered as a result of each of these failings and also from the neglect of key issues.

The nature of social work, the authors argue, is necessarily distorted if it is seen essentially as a profession, as a form of therapy, or as a type of revolutionary activity. Social work is in essence a form of altruism embedded in a quite specifically social context. It is a systematic, self-conscious form of altruism, socially sanctioned and practised through and with the resources of social service agencies of various kinds.

This approach characterizes the book. As the authors note, it does not prescribe activities, but it does proscribe some; it does not answer central questions, for example, can any one really act altruistically, or in fact help another person?, but it does make them difficult to avoid. The notion of altruism also has the advantage of exposing one of the ambiguous features of social welfare in general: namely, that it can refer either to the act of bestowing an actual benefit on another, or to the intention of so doing—regardless of the outcome.

This illustrates another central feature of the Timms's approach. They accept that many features of their subject are problematic and must be regarded as such, rather than confined within easy and narrow solutions. The long history of social policy and of social work is such a complex mixture of motives as well as actions, of attempts to achieve specific effects as well as to pursue broad objectives, that they consciously avoid simplification and the resolution of crucial uncertainties. As they note, their search is for a philosophical approach and especially for the accentuation of "political philosophy and the philosophy of the mind". A book bereft of easy solutions is not an easy book, but their purpose is to stimulate a cerebral response in their readers—while imparting some sound common sense on particular topics.

This approach characterizes their treatment of social work theory and the knowledge base of social work. They rightly see much of the difficulty of social work arising from its uncomfortable occupation of the intellectual and academic buffer zone between sociology and psychology. It is a territory that is sometimes fought over and often neglected by both sides and the authors are wary of hasty attempts to create, or lay claim to, a simple resolution of this intellectual problem. The problem of social work theory, they say, is "premature nor does it attempt a synthesis of those already on offer. It does provide a valuable introduction to and guidance on key bodies of literature. It insists that the nature, role and impact of social work is problematic and while rejecting easy solutions it does remind social workers that they can be oversensitive about this—the nature and development of understanding and knowledge is problematic in other fields too, but it does not inhibit useful work.

theoretical integration and ingenuity, and misplaced complexity". What they urge, in effect, is the careful use of intellectual tools of analysis to seek some clarification and understanding of the use of theory as a buttress, a means of mystification, or as a method of tightly programming professional behaviour.

Indeed, the strength of their approach is revealed quite simply in their argument that social work has not benefited from the confusion of concepts with theories or from the failure to use concepts rather than treat them as embroidery on the opaque surface of social work". The tenor of the book is encapsulated in their insistence on a rational analytical approach which avoids the assumption that rationality is entertainment with scientific method and which allows feeling a proper place in knowledge but does not allow it to displace the search for and use of evidence.

This textbook is intended to influence many social workers, social work students, and their teachers. What does it offer them and where does it seek to lead them? The answer must, in part, be negative. It does not espouse a single method, theory, or approach; nor does it attempt a synthesis of those already on offer. It does provide a valuable introduction to and guidance on key bodies of literature. It insists that the nature, role and impact of social work is problematic and while rejecting easy solutions it does remind social workers that they can be oversensitive about this—the nature and development of understanding and knowledge is problematic in other fields too, but it does not inhibit useful work.

Adrian Webb

Study while the sun shines

Toward a New World Outlook: A Documentary History of Education in the People's Republic of China, 1949-1976
edited by Shi Ming Hu and Eli Seigman
AMS Press, New York, $21.50
ISBN 0 404 15401 8

Every major shift in China's educational policies has been marked by a change of slogan. In the fifties "Learn from the Soviet Union!" was dropped in favour of the slogan of the Great Leap Forward, "Firmly adhere to the Guiding Principles of Walking on Two Legs"; and "Bombard the Headquarters" of the Cultural Revolution gave way to "Resume Classes While Making Revolution" in the late sixties. The forcible quelling of some enthusiastic young, implicit in the direction "Learn from the People's Liberation Army" at the turn of the seventies, was itself supplanted by "Put Politics in Command" under the so-called radicals. Hua Kuo-feng's present advice is the austere "Follow Lenin's Admonition—Study". *Toward a New World Outlook* helps make sense of these marchings up the hill and back again which have characterised the establishment of a national school system in China which today caters for around 174,000,000 students.

Keeping in mind the limited opportunities of access to information about China, the documents presented are well balanced and widely ranging. However, they are of a kind: predominantly English translations of official statements designed by the Chinese for publication and consumption inside China. Also, they are not enlivened by the confidential looks which feed the West's contemporary historians. With the exceptions of a few interviews with ex-middle school graduates in Hongkong, and several accounts by visitors, excerpts overwhelmingly have a consensus outlook. Some of the more acid remarks from the Russians expelled in the early sixties would have added the balance.

Throughout the work we can only get at conflict by reviewing historical perspective: no analysis of pressure group activity at any one point is possible. Again this is a product of the limitations of the data available to us. In truth we know next to nothing of the personalities and politics of Chinese social activity. Even the positions of the losers like Liu Shao-ch'i, Lin Piao and the Gang of Four, are expressed in the form of broad generalities.

Having ranched the point of telling how the reviewer would have written the book, why was not the Sixteen Point Decision published in full when the authors argue that it set the guidelines for the Cultural Revolution? And though there is solid documentary material on the training programme of the Shanghai Machine Tools Plant, no indication is given that this factory was the prototype July 21 Workers' University sometimes represented as *the* model socialist university.

The six sets of documents are preceded by concisely written introductions which treat political themes of the period, and which include background comment from secondary sources. Like the documents, these are prepared in scholarly fashion. In their selection of material the authors have sought to avoid the characteristically tedious prose of Chinese translations into English. Not that the Chinese are alone in their fondness for the cliché: consider how Western observers invoke the cry of quantity or quality when purporting to account for periodic policy shifts.

I write though to praise not cavil, for the book does its job well in illuminating China's recent educational history. Despite the considerable amount of material collected, the book retains an uncluttered air. Furthermore it exhibits an important caution for would-be interpreters of events in China. In their introduction Hu and Seifman claim that China has now embarked on a widespread and thoroughly comprehensive movement to carry on the "revolution in education". No sooner had these words been set in print than the main exponents of the radical philosophy behind "the revolution in education" were purged. In 1977 China's leading teachers are free to a greater extent than at any time since the Cultural Revolution to revert to their preference for the more orthodox academic ends of schooling.

John Cleverley

Caretakers and children

The Challenge of Daycare
by Sally Provence, Audrey Naylor and Jane Patterson
Yale University Press, £10.00
ISBN 0 300 01964 5

This study is based on a research and demonstration project conducted by the Yale Child Study Centre, over a seven-year period, on a daycare centre for children from six months to five years of age living in an overcrowded, inner city area of high immigration, low educational levels, low income and unemployment.

The centre, which opened in October 1967, had two major goals: first, to try to prevent or diminish the abounding erosion of human potential associated with conditions of poverty or inadequate care in the earliest years, and, second, for this purpose, to develop data which should lead to effective methods of prevention of deprivation through daycare. It was hoped that, if good daycare services were provided, disadvantaged young parents could be helped to rear their children with less stress and in a way which supported the child's social, physical and intellectual development. One worker was assigned to each child's parents on the assumption that they, as well as their child, have needs at this time.

The current pressures for daycare in the United States do not seem to be any different from those in our own country and are mainly brought about by a deteriorating economic situation in which young mothers need to work and have no extended family support close by. But the basis of all good daycare is seen as the ability to evaluate the needs of each particular child and assess the use he can make of daycare at different stages of his development.

Group care is very stressful for young children because of the separation from familiar surroundings which is involved. Perhaps the most fundamental problem common to the staff—teachers, doctors, nurses, social workers and psychologists alike—was the effect of this separation of the child from the parent. Parents as well as children needed help to work at this and staff in the various groups needed skill and understanding in dealing with separation anxieties, which took many forms. Nor did the staff, with their different professional backgrounds, find it easy to work together at first; there were many working problems which highlighted the importance of good leadership and willingness to call in—and listen to—a number of appropriate specialists from the educational, social work or medical field to act in a consultancy role. The pooling of professional knowledge in this way was found to be vital to good planning and good working relationships.

The authors believe that daycare can act as a nuclear service around which the delivery of a whole array of social services can be arranged for families with differing needs. If daycare provides the opportunity of contact with one professional worker whom the parents see regularly and come to regard as "their person" many other needs emerge, and impersonal referrals to other agencies are made unnecessary by having a team of specialist consultants at the day centre with their own agencies behind them, and problems which have many facets can be tackled early.

Jean S. Heywood

Professor W. D. Wall
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BOOKS

Product of a Renaissance mind

The Analogy of "The Faerie Queene"
by James Nohrnberg
Princeton University Press, £32.50
ISBN 0 691 06307 9

Spenser: "The Faerie Queene"
edited by Peter Bayley
Macmillan, £4.95 and £2.25
ISBN 0 333 19394 6 and 19395 4

Much of the best transatlantic literary history and criticism runs, in size. Just as novelists in the United States seem to have in mind the great American novel, literary historians sometimes pursue a white whale of comprehensive criticism or definitive scholarship. Even by cetaceous standards, however, James Nohrnberg's *The Analogy of "The Faerie Queene"* is unusually ambitious, its bold epigraph is: "He who cannot attract Pan, approaches Proteus in vain". And Professor Nohrnberg's plan is nothing less than to understand Spenser's meaning throughout: to assimilate all existing criticism on *The Faerie Queene*: and to go on to interpret the poem afresh for our time—all in a mere 870 pages. *En route* he will explain allusions, notice generic features, trace Spenser's formal patterns, and tell us what is mainly characteristic of Renaissance literature. To judge that his attempt has not invariably met with complete success would be to state the obvious and the inevitable. The first thing to say about this remarkable book is that it performs its immense task astonishingly, formidably well. The work it nobly completes, like its subject, is a labour of Hercules.

Nohrnberg's reviewers have mostly commented on his erudition. So far as it goes, this is just. *The Faerie Queene* calls for wide, deep and curious learning in its critic; finding in Nohrnberg almost exactly the right parts and acquirements. He is one of the readers Spenser has been waiting for all this time. The really notable thing, however, is not his learning in itself, but the combination of its great quantity and range with fresh quick critical life. Nohrnberg's imagination has largely escaped the deadening effect of extensive scholarship ("sluggishness, the necessary result of long solitude", Hawthorne wrote): he communicates the excitement of a reader who has remained alert while mastering the most soporific *auctores*. He has imbibed the destructive element of fact without intoxication: he has sniffed the dust of Giraldi and Pichio and the rest, without becoming dry: he has weeded patristic and neo-Platonic labyrinths without losing his sense of direction. Necessarily, the learning is uneven. Nohrnberg's familiarity with the mythographers is more inward than his acquaintance with the iconographers. And perhaps he betrays some tendency, like ordinary mortals, to accept the material he needs for his constructions, without evaluating narrowly enough whether "it will do got": he cites Steadman and Apetaer as if they were equally learned and authoritative. But if Nohrnberg is uninterested in controversy, his single-minded pursuit of the interpretative quest may be all the nobler for that.

When appropriate erudition can be applied, there naturally ensue triumphs of explication; notably with respect to largescale schemes and allegorical structures. There is, for example, a brilliant neo-Platonic exegesis of Spenser's Graces, which generously (but tactfully) rehearses as much as we need to know (but no more) of Ficinus and Picino and an Orphic *Hymn* and J. J. Scaliger and Plutarch and Comes and Fraunce and Pico—all treated with serious interest, even passion, for their ideas—before applying it, in critical *coup de maître*, not only to identify the abstract roles of Belphoebe, Florimell and Amoret as Castitas, Pulchritudo and Amor, but also to make sense of the sequence of their appearances in the interlacements of the story. Perhaps only those who have themselves tried to trace the labyrinthine steps of the Renaissance Platonists' permutations of the triads of the Graces will fully appreciate just how easily this passage floats it. But all will enjoy seeing the twinhood of Belphoebe and Amoret from this new perspective, as part of the (2+1) disposition of the Graces. Here Nohrnberg achieves an unfolding, so to say, of Edgar Wind's literary critical aspect.

The same powerful follow-through is found in discussions of formal patterns. Nohrnberg has always the learning required to account for each anomaly, to catch the last faintest allusion, to complete every schema or (more irregular) "theme". In such work, however, where erudition may be a trap, his performance sometimes falters. Or, to speak nearer the truth, it fails to falter where it should. The remarkable exposition of the signs of the zodiac and labours of Hercules as a structural programme in book five will serve as an example. The insight that led Nohrnberg to follow up this implication of the astronomical Proem is undeniably brilliant. Even better is his realization that the zodiacal image assigned to a canto may encroach on its neighbour canto, as the precessing signs are there said to do. And much of the ensuing exposition convinces; as when he identifies Radigund's confiscation of Arthegall's armour with Hercules' surrendering of the skin of the Nemean lion to Omphale ("his Lyons skin changged to a pail of gold,"), and both with Leo. Later, Spenser explicitly mentions "the monstrous Scorpion" at 5.8.40, and explicitly compares Malengin to a "Gote" (Capricorn) at 5.9.15. On such an armature Nohrnberg is able to reconstruct the thematic pattern from Aries to Sagittarius. The trouble is that when the armature ends—when two signs (sextus th. 12) are missing: "the remainder of this analogy is more quizzical"—the same powerful machine continues to work.

It produces increasingly obscure arabesques. But even in such a case the construct does not disintegrate. On the contrary, it offers the means for its own improvement. We have only to apply Nohrnberg's idea of an overlap—between books, however, rather than cantos—to find the two missing signs of the zodiac. They are writ large in book four, cantos 11 and 12: Aquarius in river-gods of the spousals of Thames and Medway, and Pisces in "the seas abundant progeny" the "wondrous sholes" that Spenser begins the twelfth canto by marvelling at. The birth of Venus (4.12.2) puts the allusion almost beyond doubt, since an ancient name of Pisces was *Venus et Cupido*. All that went wrong with Nohrnberg's analysis was that its momentum carried it forward a little too unswervingly.

The Analogy of "The Faerie Queene" seldom attempts stylistic analysis, and when it does is not so impressive. Nohrnberg tends to pass over lexical subtleties; so that he can treat Duessa's encouragement to "thine the shield, and I, and all" merely as a "divided speech", addressed to Sansjoy as well as to Redcrosse. It is surely also to be taken as tempting Redcrosse to regard the Faith as his own possession.

Professor Nohrnberg is happiest working on a middle or large scale, and concentrating on narrative or structural organization. Comparing with Northrop Frye (whom he often refers to) may seem inevitable; particularly in view of their common preference for an eclectic non-controversial method. But although his strong speculative construction of fictive types and archetypal motifs sometimes resembles Frye's, Nohrnberg's emphasis really falls quite differently. He is at his best not in simple assertion but in writing like Frye with footnotes: engaging with authorial intentions and stopping for demonstrations and substantiations in a manner far removed from the great anatomist's. On the other hand, Nohrnberg likes to press much further through in his speculative analysis, into questions about the meaning and value of the forms discussed.

Some of his most thought-provoking contributions lie in explorations of the psychological experience that Spenser means to communicate. Why, Nohrnberg asks, in effect were these particular fictive motifs produced, consciously or unconsciously, by the Renaissance writer? And what can their grounds mean to us now? In formulating such inquiries, and in his profound respect for the experience of the past, the intellectual figure that Nohrnberg most resembles is C. G. Jung. And indeed, he not infrequently finds Jungian correlates for the patterns he isolates.

Through determination to discover psychological patterns (or rather he insist on intersubjectivity for patterns found), he sometimes falls like his master into "merely" playful or trivial creation. But that does nothing to falsify the fineness of the better passages. Perhaps Nohrnberg goes too far in abstraction. I am not sure that he is sufficient of the fault of Matrabilitie (and Faunus), who "seeks to demystify the truth of the poem; in other words, to take away Nature's veil". However, in the end maybe "it is Mutabilitie who has manifested Nature", Nohrnberg who has assumed the Renaissance mind in process of thought.

The "analogy" of the title embraces many relations. Often it is the analogy of characters and motifs to their mythological or biblical archetypes. Or it may refer to the relations between different passages in the poem that Nohrnberg shows his greatest brilliance in tracing. He is successful not only with obvious broad analogies like that between books two and five, but also with unpromising, apparently arbitrary ones. Who would have thought of comparing the Cave of Mammon and Isis Church? Yet they turn out to have several links, such as alchemical imagery (base and esoteric respectively). The analogies are only occasionally strained—usually when Nohrnberg is being driven by his fixed idea that *The Faerie Queene* is complete (in some sense).

Ultimately, analogy becomes an epistemological or metaphysical concept: the analogy of being. Nohrnberg's discussion of its subject-object relation is an allegorical thought sen... *Queene* in a fascinating... not only of Renaissance... literature but even of... sensibility. Spenser's poe... as a paradigmatic text f... a literature whose gre... between "opposed distor... the contingency of hist... which are we to give t... to the ontological decis... epistemological one"... attempt to summarise... of Renaissance literat... whole" would seem to... speculative in most la... torians. But Nohrnberg... ceeded in building up a... fidence that one can... difficulty maintain scepti... his account of the specia... in which Spenserian... flourished. For my own... still not sure. But then, in... to take time to adjust... *Analogy*: this is a book... modify our idea of an era... period, perhaps.

Every now and then a... work emerges whose ca... breadth of simplification... as to have interest... specialized readership. The... of *"The Faerie Queene"* and... of this scope. All students of... Renaissance should of course... it. But all students of... wherever their fields of... should at least taste it for... unusual intellectual flavour it... ton University Press are to be congratulated on having sus... the challenge this difficult... monumental work presents. It is to be hoped that they will put us further in their debt... a cheaper edition. That would be an opportunity for correcting errors, which are numerous... standably in such a big book... P. C. Burley's *The Faerie Queene* in the Cwichook Series is a... unlucky to find itself in the company. Nor can we salute... as the first work of its kind on Spenser (I make it the... although the others are not... wisely on *The Faerie Queene*)... as we might expect from this... it is quite one of the best;... a sensible and balanced rang... contributors, pretty evenly... buted between the United S... Canada and Britain, scholarly... critical, informative and inter... The more recent are: Alpers, Hough, Evans, Craig, Empson, Berger, Hamilton, Nelson, Kerr... Bayley, Fowler and Ilieen.

Alastair Fo...

BOOKS

Stage directions

The Shakespeare Revolution: Criticism and Performance in the Twentieth Century
by J. L. Styan
Cambridge University Press, £6.50
ISBN 0 521 21193 X

William Shakespeare. A Compact Documentary Life
by S. Schoenbaum
Clarendon Press: Oxford University Press, £6.75
ISBN 0 19 8135755 5

The Elizabethan Underworld
by Gamini Salgado
Dent, £5.50
ISBN 0 460 12010 7

J. L. Styan's "revolution" is the recognition, first, that Shakespeare knew his stuff as a dramatist, and second that the stage itself is the place to grasp the meaning of Shakespeare's plays. The parallel account given of the growth of the respect of critics for the theatre, and of the respect of directors for the play, is fruitful and interesting, not least when the respectful critic and the respectful director bow to each other. This mutual courtesy is *Labour's Lost* was radically altered by Guthrie's production in 1932, and whose writings in turn greatly influenced the staging of *Hamlet* and *Henry IV*, in the mid-forties Gielgud got dons to produce his plays for him (Rylands and Cogill).

Quite apart from any thesis he advances, Professor Styan has given us a fluent and succinct history of Shakespearean production and criticism in this century which should be useful to many readers, including students. The work of Poel, Granville-Barker, Barry Jackson, Guthrie and Peter Brook is given special attention, but there is plenty about Bridges-Adams, Robert Atkins, Benson, Playfair and others. As for the thesis, there can be no disagreement that Shakespearean performance has improved with greater trust in the text and in Elizabethan conventions of playing, that performance has often opened the eyes of a critic to meaning and that great actors make the silent recreations of an own reading, puny, pallid and partial. Indeed, one might uncarefully say that all this was established 40 years ago.

Professor Styan does not say much about the work of Alhaiche Ell, who wrote and worked tirelessly to place Shakespeare where he felt he belonged—in performance on the stage—and just after the war achieved a brief but splendid coalition of theatre and scholarship at Stratford-upon-Avon, with the help of his friend Barry Jackson, then in charge at the Memorial Theatre. Scholars and directors from all over the world assembled in Birmingham Universities new Shakespeare Institute to celebrate Shakespeare Virbius—the reuniting of the dismembered bard. The achievements of those days belong to our fathers and the gains can never be totally lost, although the meaning of Shakespeare in the theatre in the past 25 years may sometimes make us wonder.

I do not think it is right to treat the past hundred years as a kind of middle-age in which the maiden Shakespeare was finally saved from the villain called Closet Criticism ("Closet Shakespeare was once to receive a shattering blow", page 1 particularly when the *deus ex machina* is Peter Brook. I find Professor Styan's attitude to A. C. Bradley unpleasant and old fashioned; there is no need now for forensic sneers at "closet" critics. That a word this is. The stage is safe enough as the acknowledged place where Shakespeare's plays come alive, and the more we think about the subtleties of Shakespeare, in or out of our closets, the better service we do him.

Schoenbaum's great *Documentary Life* of Shakespeare *was a bargain* at £12.00. It was a splendid piece of book-making, in which no end of trouble had been taken to secure the finest quality in the voluminous reproductions of documents and pictures. The new *Compact Documentary Life* is basically a revised text. The documents are much reduced in number, size and quality. Attention is therefore concentrated on the text itself, which stands up as the bulk and more judicious presentation and weighting of *all* the evidence in the biography of Shakespeare. There are times when the "negative capability" of judicious Schoenbaum is not coming down on one side or another in a controversy seems to go beyond the limits of the human—as in the matter of the religion of Shakespeare's father. The very quality of this excellent book is refusal of the temptation to go beyond the evidence.

Some sample checks of the *Compact* with its predecessor show that the rewriting is often quite extensive. The preface announces the new material. Minor corrections are made, and there is a good deal of rewording. I notice that on page 255 *Microcosmus* has been corrected to *Microcosmos*, but that *Diphthamus* is still wrongly given as *Diphthamus*. (And incidentally Anthony Scoloker is only someone's guess at the name of its author "An. Sc.", perhaps it was Andrew Scott, or Angus Scattergood.) I would advise those who already have the *Documentary Life* to buy the compact edition, because the text is improved. Others may buy it and hope that one day they will be able to buy the big one.

It seems only yesterday that I was reviewing Gamini Salgado's anthology of "eye-witness" reports of Shakespeare's plays. Now we have a new book from him, a lucid and entertaining account of the Elizabethan underworld—widely interpreted to include witches and gypsies as well as thieves and prostitutes. Although much of the material is familiar to those who know the plays and pamphlets of the period, much is unfamiliar, and I therefore regret the decision not to give references apart from a general "note on books" at the end. The many illustrations are well chosen and well produced.

Philip Edwards

Apprenticeship in books

The Consciousness of Joyce
by Richard Ellmann
Faber & Faber, £5.50
ISBN 0 571 10489 0

To read Joyce is to be in debt to Ellmann. Joyce's texts destroy that self-sufficiency on which much literary criticism is based and move outside the confines of their pages in a perpetual movement which requires further knowledge and his life, his reading and the social situation in which the texts were produced. Ellmann's new book addresses itself to the problem both of Joyce's reading and of the social situation. As such, they can be read as a supplement to the massive biography and the second of the two volumes of the letters. The book consists of three essays and a bibliography: two of the essays discuss the issues of Joyce's major reading (Homer and Shakespeare), one deals with Joyce's politics, and the bibliography is a record of the books that Joyce had in the Trieste library (together with those books missing from the library but which he is known to have read in the period 1904-1920).

On the level of factual and incidental information the book is of great interest. That Joyce read with an attention almost unparalleled since the Middle Ages is clear from the most cursory glance at *Ulysses* or *Finnegans Wake*. That he read so widely is perhaps less obvious, and yet the record of the books he possessed in his library shows that he had perused almost every novelist considered major or innovatory at the turn of the century. Rarely have so many allusions been assembled in one personal library. The "great traditions" of English novelists is supplemented both by eighteenth-century fiction and by modernist and naturalist works. Not only the Russian novelists (now an accepted shibboleth of novel criticism but then a relatively unknown quantity) but also the Italian are well represented. The apprenticeship of Dedalus was thorough.

Ellmann's essays are also interesting; containing both insights and information. The section on the Greek sequels to the *Odyssey* could provoke much fresh work on Joyce and the attention to the secondary Shakespeare material that Joyce used is an equally welcome emphasis.

And yet the book also contains the kind of cultural and personal generalization (written with a confidence that beggars description) that has made American criticism, and especially Joyce criticism, the easy butt of even the most narrow inheritors of the European theoretical tradition. For, despite the fact that Ellmann has obviously read Joyce with great pleasure, he cannot give an account of that reading which does not lapse into the most banal and stereotyped literary criticism. Ellmann refuses, with a consistency that borders on the irrational, to give any account of the fact that Joyce's texts break with a tradition of discursive and narrative writing which, although still with us, has been disrupted with over greater violence by the major avant garde writers of the twentieth century.

It is the essay on Joyce's relation to politics, and particularly Irish politics, which demonstrates most clearly the weakness of Ellmann's approach. Any attention to Joyce's socialism and Fenianism is welcome. It must, however, be balanced against Joyce's withdrawal from explicit political pronouncements after the First World War. This withdrawal was not simply determined by caution but also by an interrogation of political language which finds its most acute moments in the Sirens and Cyclops sequence in *Ulysses*. It is here that Ellmann's refusal to read becomes a crippling weakness as he writes at the beginning of the section on Joyce's politics that "One always knows where Joyce is, even though he never says".

This easy complacency ignores the practice of Joyce's writing which attempts to demonstrate the impossibility of holding any political position against the sway and movement of language except by violence. And Joyce's difficulty in taking a political position is not simply a personal foible but the objective problem for any Irish socialist in the past 80 years as the nationalist movement has proved so consistently intractable to socialist ideas. If the Easter Rising was one of the few moments which saw the unification of the social and national struggle, such unity was heavily dependent on the personalities of Pearse and Connolly and it dissolved with their deaths.

It is on Ellmann's ignorance of Irish politics that we come to the complementary weakness of this essay. Not only does he ignore the practice of Joyce's writing but he is ignorant of the facts of Irish politics. Thus that Joyce includes the slogan *Sinn Fein* in his Bloomsday (one of the few historical inaccuracies of that profoundly accurate text) is transformed by Ellmann into an indication of Joyce's support for Arthur Griffith. Such an approach ignores totally the Easter Rising and further ignores the fact that Griffith, far from being the triumphant first President of an independent Ireland that Ellmann understands, became head of the Irish Free State as a defeated man in a country which had been divided. A political reading of Joyce is sorely needed but it will need to investigate the politics of reading as well as the reading of politics.

Colin MacCabe

Rulers and ruled

The Colonial Encounter: A Reading of Six Novels
by M. M. Mahood
Rex Collings, £4.75
ISBN 086036 0164

Professor Mahood is well qualified by her university experience in Nigeria and Tanzania to write a book with this title. It is designed as six paired studies of novels set in West Africa, India and the Caribbean by, in each case, a member of the race colonizing and of the race colonized. The authors are Conrad and Achebe, Forster and Narayan, Greene and Naipaul. Such a structure clearly directs attention to the experience of empire and indeed a particular concern and method of the study is to provide a detailed historical context for the genesis of each novel. The reader will find here the most succinct synthesis and freshly researched marshalling of available evidence on such matters.

The method is particularly well defined and comprehensive in the analysis of *A Passage to India*. Professor Mahood is most illuminating on the way the difficult gestation of the novel reflects "the development, or rather the deterioration of, the relationship between rulers and ruled in the sub-continent between 1912 and 1922". She argues that this explains a flaw in the tripartite structure of the book, for whereas the first section showing the difficulties of personal relationships is chosen, then European prejudice corresponds to Forster's first visit to India, and the Caves episode corresponds to his horror at the Great War and the Amritsar Massacre, the last section, derived from his second visit, fails to base its religious reconciliation on any adequate historical or social reality.

The densest historical context is provided for *Heart of Darkness*. Norman Sherry's researches into Conrad's experiences in Zaire are supplemented from newspaper controversy over Belgian atrocities, the Stanley Expedition, the Stokes Affair, the Benin Raid, the Fashoda Incident and the English cubal Diamond Jubilee: "The result is that in *Heart of Darkness* everything is included." The same method is employed for Greene's relation to American imperialism in Vietnam and the Dominican Republic and, rather more thinly, for Narayan and Naipaul.

All this is fascinating in its own right. The outworks and circumstances of the tales are brilliantly illuminated. The critical conclusions, however, are another matter. Professor Mahood is oddly wavering in her attitudes, wavering between affection and admiration on the one hand and recognition of certain literary defects on the other. The contextual approach seems rather to perpetuate the dilemma than to resolve it, probably because the context selected is too immediate to measure up to the larger issues implicit in the tales.

If a slightly longer perspective is chosen, then European prejudices and unspeakable native rites are alike both fodder for the readers of *Blackwood's Magazine*, in which *Heart of Darkness* was first published. Africa is the same as London and both are illusions, for at the heart there is nothing—hence the rejected epigraph to *The Waste Land*. From the Congo (or Brussels, or London) to the Marabar Caves seems not to be so great a stride in this perspective. When Forster describes the festival of Krishna in his novel it is offered as something positive, but his true attitude is to be found in his letters. There "it is the noise, the noise, the noise which sucks one into a whirlpool from which there is no re-emerging" (177), and this is exactly the image he uses in the novel, not for the festival but for the Caves.

There is an interesting shift in Professor Mahood's method in her chapter on Achebe's *Arrow of God*. The terms of analysis here derive mainly from anthropology, some of it by Ibo researchers. The result is a rich sense of a complex living social world and we are guided through it with admirable lucidity. But what is most interesting is that at the end of her analysis Professor Mahood is moved to speak directly to the readers in terms of their own myths. The effect is striking. It raises questions for the practice of criticism too wide for exploration here but makes the book worth buying for this chapter alone.

T. J. Cribb

A Wake who's who

Third Census of Finneguns Wake
by Adaline Glasheen
University of California Press, £13.90
ISBN 0 520 02980 1

Adaline Glasheen is one of a number of scholars who, in the last twenty-five years or so, have provided would-be readers of *Finnegans Wake* with a mass of exegetical assistance. Perhaps only Clive Hart has made a greater contribution to the work than her; and her *Census*, of which this is a much expanded third version, has, like his *Concordance*, the merit of giving a great deal of pure information in an easily usable form. She has, as always, done the work in a spirit of unpretentious delight and presented the results directly, with wit and with gaiety. Many of the more important entries in the *Census* — Lewis Carroll, Wyndham Lewis, Swift (and Stella and Vanessa *et al*)—are virtually essay notes on the book's major themes. Others are simple x = y glosses. For the most part the perspective is right.

But there are signs of over-enthusiasm and over-ingenuity. Joyce is sometimes defended fiercely and quite unnecessarily against all-comers, so that one can easily feel asked to carry away the impression that *Finnegans Wake* is the world's greatest book by enormous margin. Its author Supreme Being. And some of alleged references strike me as efful in the extreme. The newly panded tabulation of "Who is when Everybody is Somebody Else genuinely sets out the main networks, but also includes... trivial or deeply shadowy... The long synopsis often pays ful and deferential attention... flated nonsenses. However, the... sus is useful, full of resea... careful documentation and lo... its subject. Joyceans are... debted to the tireless Mrs Glas...

But indebted quite for... to what extent? Can... *Wake* sustain any other kind of... erary engagement? Are the... carefully disinterred... any more than references? ... we say "x is y" what ... carried in the word "is"? ... diagrammatics of the book are ... well known. One is grateful... those who have drawn the ... for such loving detail. But ... in such loving detail. But ... the days of wine and roses ... over? And how does one's ... feel in the morning? I hope ... will not be a fourth *Census* ... hope the *Wake* experts will ... come out of their private ... give the book back to the ... world of readers with general ... critical intelligence. I dread ... the adulation will long ... unalloyed in the context of ... literary debate.

Michael ...

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BOOKS

Poetry by decades

Georgian Poetry 1911-1922: The Critical Heritage
edited by Timothy Rogers
Routledge & Kegan Paul £7.50
ISBN 0 7100 8278 9

The Art of the Real: Poetry in England and America since 1939
by Eric Homberger
Dent. £5.95
ISBN 0 460 10034 X

Mr Rogers takes "Georgian poetry" to mean the five volumes edited by Edward Marsh and published by Harold Monro at the Poetry Bookshop from 1912 to 1922; and the Georgian poets to mean the 40 poets whom Marsh included in those volumes. The books were a great but temporary success: the first volume sold 15,000 copies, the second 19,000, the third 16,000, the fourth 15,000 and the fifth and last 8,000. Marsh interpreted this figure as 8,000 straws in an increasingly cold wind, and he brought the series to an end. It was time to quit. T. S. Eliot was not the only reader who thought that "Keats, Shelley and Wordsworth punish us from their graves with the annual scourge of the Georgian anthology".

In December 1919 John Middleton Murry attacked the fourth volume in the *Athenaeum*, contrasting the poetry unfavourably with Wilfred Owen's poem "Strange Meeting". Thereafter it became fashionable to deride the Georgians: a fashion still available as an alternative to the mixed but not unprofitable experience of reading the volumes. At this distance the most interesting poets among Marsh's Georgians are Walter de la Mare, Edmund Blunden and Isaac Rosenberg, but the others should not be merely written off as dull members of a dull fraternity. Lawrence appeared in four of the five volumes, but he seems a freak of nature in that company.

The selection of material in Mr Rogers's book is excellent. He thinks the Georgians have been maligned, and he does the best he can for them, but he is reasonable in the demands he makes. Reprinting Lawrence's review of the first volume, Mr Rogers calls it "this exuberant piece", a nicely ironic glance at an extraordinarily naive and gushing review. Lawrence writes: "in almost every poem in the book comes this note of exultation after fear, the exultation in the vast freedom, the illimitable wealth that we have suddenly got."

Mr Rogers's material is extremely valuable not only for its commentary on the poetry reviewed but as an indication of the general standard of reviewing in the famous magazines. A grave misfortune is the absence of T. S. Eliot. In a dry note Mr Rogers reports that "unfortunately Mrs Eliot, who is collecting her late husband's early reviews, has felt unable to allow their prior republication here". So Eliot's reviews of the second and third volumes are represented here only by Mr Rogers's paraphrase. As he takes the occasion to remark, however, copies of *The Egoist* in which Eliot's own reviews appeared are widely available "either in the original or in the six-volume reprint by the Kraus Reprint Corporation of New York", a fact which presumably he put to Mr Eliot without success. It is a pity.

Mr Homberger's book is a far more ambitious undertaking; not a survey of the poetry written in England and America since 1939, but a critical account of the poetry as embodying or failing to embody "the art of the real". I wish I could report that he has been completely successful, but I am afraid his book is seriously flawed.

Mr Homberger elected to present the poetry in decades. The chapter on the 1940s deals with MacNeice, Auden, Jarrell, Alun Lewis and Roy Fuller; a pretty arbitrary team. The chapter on the 1950s lines up Larkin, Davie, Wilbur, Donald Hall, Anthony Thwaite, Tomlinson, Roethke, Olson, Ginsberg, Snodgrass, Lowell and Plath. The 1960s and 1970s are lumped together and we hear of Reznikoff, Braun, Dunning, Snyder, Kinnell, Berryman, Geoffrey Hill and Ted Hughes. The plain fact is that poetry does not go in decades; its chief aim is not the critic's convenience. Mr Homberger tries to capture the spirit of the age or rather the spirit of the decade, but this is a journalistic device, nothing more. His heart is not really in the enterprise, I think.

A more serious problem is that Homberger's attempt to take hold of the poetry with a notion of "the real" is doomed. "An art of the real", he says, "is not a description of what is, nor a prediction of what will be, but a projection of the ability to imagine things otherwise." It is not a materialism to praise; rather it represents the process of transformation and selection of the possibilities in the world in which we live". To understand what this means, and the point implied by Mr Homberger's admiration towards Ben Jonson. Reality, real things, those words and phrases throughout the book becomes clearer: the reality is not clear or easy to give Homberger the terms he needs in discussing his poets.

The result is that his chapters on individual poets seem bizarre; the reasons why he chose one poet rather than another do not emerge. I wonder whether this accounts for an air of frustration which the book conveys. Often there is a real distinction in Homberger's mind which he were weary of the whole business taking or had lost faith in it but cannot otherwise account for his reference to the New Poetry sprouting like weeds in literary departments throughout America or to the petulance directed at Donald Davie; or to the extent to which he remarks that Hughes was said by Eliot to have read Chinese poetry for our time; Pound's grass may be credited with the invention of the bad dinosaur". The last remark may be tolerable as bonhomie of the senior common room, but it looks shoddy in print. Another form of critique which we hope we may ascribe to Homberger's irritation is the pose of dismissal. "Wilbur's reputation scarcely survived the 1950s" is not my impression. Unless I am quite wrong, Richard Wilbur's reputation is very high indeed and I have no doubt that his new work will be recognized as good positive that the reputation is entirely justified.

There are perceptive things in Homberger's book, but they are curiously discouraged from anything that might be taken as commitment: a critical, coherent argument; a signal to a text that has not much to express itself.

Denis Donoghue

Ambivalent eroticism

Elizabethan Erotic Narratives
by William Keach
Harvester Press, £10.50
ISBN 0 85527 369 0

The subtitle of this book indicates the nature of its argument—*Irony and Pathos in the Ovidian Poetry of Shakespeare, Marlowe, and their Contemporaries*. Professor Keach examines the Elizabethan Epyllion in relation to its source in Ovid's *Metamorphoses*, and argues that the Elizabethan Ovid was more than either the allegorist of Golding's version or the fountainhead of flippant eroticism which he is often taken to be. The Elizabethan poets understood Ovid's sophistication very well, and responded with particular sensitivity to his use of anthropomorphized myth to present love as something agonizingly complex and ambiguous, at once lyrical and comical, poetical and grotesque, flippant yet profoundly serious.

"Ambivalence" is a fashionable and over-used word these days, but it can be fairly used in relation to the *Metamorphoses*; and Professor Keach finds the same quality in the fictional myths of the Elizabethan Epyllions, but developed self-consciously beyond their original. *Venus and Adonis*, for example, arouses simultaneous and incompatible responses in the reader: we pity Venus for her ungratified desire, yet are repelled by the masculine role she plays; we despise Adonis's effeminacy even as we sympathize with his desire to be left alone. The famous description of the stallion can act as a norm by which Venus's sexual aggressiveness and Adonis's lack of it can be simultaneously criticized; and the Platonic concept of love as the pursuit of beauty is almost parodied in a new version of an old myth. It is a disturbing poem because it contains no stable attitude and leaves no reconciliation upon which to rest.

The ambivalence of Marlowe's *Hero and Leander* is of a different kind, epitomized by the description of Hero as Venus' nun, a slang term for a prostitute: there is something very equivocal in Hero's dedication of herself to a life of virginity in the service of the goddess of love. Leander, too, is an ambiguous figure, so normal in his desires, yet described so much in terms of homosexual appeal. As he swims towards Hero, the jealous god of Neptune which he evades hold a threat of more sinister drama to follow.

The complex perspectives on love and the consequent ironies within the Epyllion make it immune from the sort of parody to which the Petrarchan stance was so vulnerable. The Ovidean poem, indeed, although concerned with love, has a built-in tendency towards satire of the erotic, and Professor Keach shows that the Elizabethan poets were aware both of this and of the danger that the satire of eroticism may very easily slip into a subtler kind of erotic excess. Marston, Weaver and Fletcher all attempted to walk this tightrope between satire and eroticism, and Marston may be said to have fallen off, since his *Metamorphosis of Pigmalion's Image* was burnt along with the satires and obscene works in the bonfire of 1599.

The modern reader tends to lump the minor Epyllions of the period together but Professor Keach examines each one separately and sensitively, and traces its relationship to the particular historical text. The only weakness of the book lies in its incompleteness: it is firmly with the ninth of Elizabeth and makes us feel that it is only part of a larger book. But within the limits of the Elizabethan period, the study would have profited by the exploration of those areas where the same Ovidian attitudes appear. The world of *A Midsummer Night's Dream* clearly embodies the same mixture of romance, laughter, poetry, and grotesqueness and even Jonson's *Metamorphoses*; and such an extension of the treatment would have added support to his strong claim that the Epyllion, understanding its superficial glitter and sensuousness, was a profoundly serious genre. Professor Keach sees the Epyllion as offering an alternative world of play, parody, themes, medieval syntax, and the varying level of contemporary discourse. £7.95.

BOOKS

Master of social minutiae

E. M. Forster: A Life, Volume One: The Growth of the Novelist 1879-1914
by P. N. Furbank
Secker & Warburg, £6.50
ISBN 0 436 16755 7

The Lucy Novels. Early sketches for A Room with a View
by E. M. Forster
Edward Arnold, £12.50
ISBN 0 7131 5954 5

A Room with a View
by E. M. Forster
Edward Arnold, £7.95
ISBN 0 7131 5946 4

E. M. Forster had good luck. His long life, half of it under the mother's wing, half of it under the wing of King's College, Cambridge, seems to have passed with rather less than the usual share of human ills. His books were soon noticed and widely enjoyed, and had the benefit of intelligent and, on the whole, very favourable criticism. For almost half a century he was *generally* agreed to be "our great-living novelist", and nor has posthumous appreciation been wanting. Edward Arnold are producing a critical edition of his works, under the intelligent editorship of Oliver Stallybrass. The prefatory and annotatory matter is a pleasure to read, scholarship with a human face, and I am sure Forster would have liked it. Now comes the first volume of the biography by P. N. Furbank which the author asked him to write.

Once again Forster is lucky. Mr Furbank tells the story, so uneventful that it could easily have been dull, with an easy clarity and quiet humour that keep us turning pages. His work so far does not alter the picture many of us have formed of Forster. Of course this is 1977, and Mr Furbank is able to be more candid about his subject's sex life—what there was of it—than Forster himself, or earlier writers on him, could be. Modern readers will doubtless be interested to know how late Forster was to learn the "facts of life". But Forster's strength as an artist lay in his mastery of quite different "facts of life", the social minutiae which, it seems, his mother trained his eye for.

Forster's childhood and youth were spent in a fureground of suburban respectability with a Bohemian fringe. Readers of *The Longest Journey* will not be surprised to learn of his unhappiness, his sense of being a muff, at the public school where he was for a year or two; nor of the happiness he found at Cambridge. *Where Angels Fear to Tread* and *A Room with a View* have prepared us for the account of what Italy meant to him. His period of lecturing at a working men's college helps to explain that occasional cleverness of "talking down" which disconcerts us in his criticism and essays. Something new to those who know Forster only through his work is the account of his period in Germany as tutor to the daughters of the author of *Elizabeth and her German Garden*. Readers of the life of H. G. Wells will already have encountered this formidable lady, and the humours of her relationship with Forster would have made an excellent chapter in a Forster novel; indeed, that is in effect what Furbank gives us, since his own style and point of view are so like Forster's. The story ends appropriately in the ominous year of 1914. By then *Howards End* had been published (in 1910), which established Forster as what used to be called a major novelist. Forster Masood, and his love had drawn had fallen in love with Syed Ross him to India. We see Forster noting raw material for *A Passage to India* and demurely meeting eccentric kings.

By the end of the volume Forster has written his homosexual novel *Maurice*, and we are shown how it was the culmination of much dreaming and dissatisfaction as he slowly came to terms with this side of his nature. *Maurice* was published posthumously and was the only one of Forster's novels to receive wide spread adverse criticism, which may well mark the beginning of a critical reaction against him. Forster's unvarying good fortune and his sanctified status as the symbol of enlightened liberalism were bound to take some knocks in these harsh days.

After reading this biography, and looking again at *A Room with a View*, it is easy to see how Forster could be reduced to a "case" and a period piece. *A Room with a View* is a slight novel, even judged by the standards of English fiction alone, without bringing in a Proust or a Dostoevsky, and his Edwardian similarities and his sexual and social illusions are easy targets for ridicule. In some ways Forster is almost comically typical of a large number of men of his class and generation. His idealizing of young men outside the English middle-class, his attraction towards Housman's poems which shows that he understood their latent meaning, the Housman-like poems he himself wrote about imaginary young soldiers, tempt us to typecast him.

Some concessions, I think, will have to be made to the devil's advocate. The image of Forster as a great liberator has never seemed to me very secure. It is quite wrong to think that he helped to demolish suburban snobbery. So obsessive an interest in social minutiae can only serve to strengthen it.

If there is anything to be said against Mr Furbank's work, it can only be his decision to divide Forster's life into two volumes. No doubt there is more to be said about Forster as a public man, and about his private life, but one feels that there is really no "early" and "late" Forster: he is much the same early and late and, at the price of sacrificing some interesting detail, the complete portrait might have been more memorable within the covers of a single book.

"The Lucy Novels" gives us an entry to the workshop of *A Room with a View*. (Some of the first ideas for it were very melodramatic.) This is one of Forster's most popular novels, though he himself did not greatly care for it. It has been compared with Meredith's *Egoist*, to its disadvantage, but this seems unfair. *The Egoist* is a splendid idea messed up, while *A Room with a View* is a smaller idea well carried out. It is a comedy of manners, with English snobbery and English priggishness thrown into relief by the contrast with the Italian scene, all of them still recognizable, though the costumes have dated. Whatever Forster's limitations, I cannot believe he was not a good novelist. Descriptions that really describe, dialogue suited to the speakers, ability to retain interest and even create suspense in such a slight and obvious story—these are elementary virtues of novel-writing often to be sought for in vain in some famous practitioners. The subject, or at least the way of treating it, may have dated, but the craftsmanship is as fresh as ever. It is this, perhaps, rather than incipient "modernity" of outlook—we have to wait for *A Passage to India* for that—which allows Forster with the novelists who emerged after the First World War.

W. W. Robson

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Maurice Ed

DENT

Reviewers

Philip Edwards is King Alfred professor of English literature at the University of Liverpool; **Maurice Evans**, author of *Spenser's Anatomy of Heroism*, is professor of English at the University of Exeter; **Barbara Hardy** is professor of English at Birkbeck College, London; **Michael Long**, lecturer in English at Cambridge and fellow of Churchill College, is author of *The Unnatural Scene: A Study in Shakespearean Tragedy*; **Joan Thirsk** is reader in economic history at the University of Oxford; **Adrian Webb** is professor of sociology at the University at Loughborough and co-author of *Across the Generations*.

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Some problems of word meaning in the dramatic text

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BOOKS

Monuments to grief

By Mourning Tongues: Studies in English Elegy
by Eric Smith
Bayedell Press, £5.00
ISBN 0 85115 075 6

Sensitive, close, and intelligent studies of poetry are still sufficiently rare to make it a matter of concern when a valuable work is flawed by a low standard of accuracy. I am far from being a pedantic reviewer, but there are so many slips in text and quotation in this book that eye and ear are constantly offended. The chapters on Shelley and Tennyson are particularly bad, and the whole text needs to be re-read and revised. It is a good book, which deserved less slipshod presentation.

I admired the clear and perceptive settlement of elegiac characteristics. One might perhaps complain that a typical reader, interested in poetry and familiar with these poems, would have benefited from a full and informative account of classical elegy and minor English writing in the genre, but we have to be grateful for definitions and classifications which bring literary history to life. Eric Smith traces certain themes and patterns in Milton's *Lycidas*, Gray's *Elegy Written in a Country Churchyard*, Shelley's *Adonais*, Arnold's *The Scholar-Gipsy* and *Thyrsis*, and Tennyson's *In Memoriam*. He places them in the context of elegiac tradition, provides a careful account of common features, and marks development and deviation.

The relation of context and form is illuminating, but what is especially fine is the use of such a scholarly survey for the purpose of poetic discriminations. The passage from Milton to Tennyson is a big step in history and literature, but the scaffolding of form, and the individually felt attitudes to grief, time, nature, sympathy and survival, are surprisingly sustained. A genre is fixed, but the individual voices, tones, passions and problems are at the centre of the critic's attention. He writes lucidly and scrupulously about the development of a poetic kind, and imaginatively about the particulars of poets and poems.

Elegy is at once highly artificial and deeply humane, and Eric Smith attends perceptively to the realities of grief. Although poetic elegies are rooted in nature myths, and although the English elegies often build their splendid memorials for less than personal losses, the facts of grief, loss and bereavement are always kept in mind. The analyses are warm because the critic knows about the emotional experiences which are the source and spring of poetry. His comments on the complexities of grief, for instance, in its attempt to identify "with that which is lost in the effort to avert a change which in reality has already occurred", or his discussion of guilt, consolation and personal resilience, go far beyond literary history and verbal analysis.

He is a good close reader of poetry—how could he have let pass those dropped words, and misfirings? —and in every chapter there are new fresh readings of these great, familiar poems. He dates their monumental qualities: the monuments are seen as creations and the celebrations as real men. He is particularly interesting on the relation of elegy to pastoral, on the movement from convention to tradition, and on the language, tone, temper and texture of his poets. I thought it odd on Arnold the least valuable, perhaps because a full look at his memorials needed more space on Arnold and more appreciation of Clough.

Passing observations on poems which do not come within the scope of the book, like those of Henry King, Auden, make one wish, quite unreasonably, that he had written more widely. It is an unfortunate feature of this particular generation on elegy in its focus on the fact that only the Victorians and Romantics decidedly and definitely "elegiac" that all of them are profoundly introspective, and that nuance in elegy is domestic. These are the dividing tongues of men speaking their grief for other men.

Eric Smith is good, too, on the casualties of the poetry he discusses, on subtleties in sense and psychological implication in the poetry and on the exploratory and creative process of poetic composition seen in a lucid form in *In Memoriam*, where the successive states of writing bring out the stages of change, recovery, revision, and capitulation, characteristic of emotional experience outside as well as inside poems.

Barbara Hardy

Adopting a saintly attitude

Gerard Manley Hopkins
by Bernard Bergonzi
Macmillan, £7.95
ISBN 0 333 21522 2

Shortly after hearing that Hopkins had decided to become a Jesuit J. H. Newman wrote to congratulate him: "Don't call the Jesuit discipline 'hard', it will bring you to heaven. The Benedictines would not have suited you". The reaction of Hopkins's former Oxford tutor, the philosopher, T. H. Green, was less enthusiastic. Hopkins, he remarked, was "one of those, like his ideal J. H. Newman, who instead of simply offering themselves to the revelation of God in the reasonable world, are fain to put themselves in an attitude—saintly, it is true, but still an attitude". There was probably a good deal of truth in Green's observation: Hopkins's extraordinary earnestness always carried with it at least a hint of self-consciousness.

It is not difficult to imagine why the Society of Jesus, with its emphasis on discipline and the subordination of the individual, should have appealed, however paradoxically, to a sensitive, introverted, emotionally unstable man of 23; at the same time it is hard to avoid the conclusion that the emotional consequences of Hopkins's decision to join were disastrous. The rigorous spiritual disciplines that the society imposed almost certainly exaggerated his already pronounced neurotic tendencies—the obsessive overscrupulousness, the habit of painful self-analysis and so on. After a year or two or even a few months in one place he would be moved at a few days' notice to another part of the country: "permanence with us", he remarked in a letter to Robert Bridges, "is ginger bread permanency; cobweb, soap and frost-feather permanence".

Within a few years of becoming a Jesuit Hopkins began to suffer the prolonged bouts of depression and nervous exhaustion that were to recur throughout the rest of his life. His last years were spent in Dublin as professor of classics at University College, which was managed by the Jesuits. They were years of oppressive isolation, in which Hopkins became increasingly possessed by a sense of personal failure: "I am a eunuch", he wrote to Bridges, "but it is for the kingdom of heaven's sake". In 1885 he suffered an emotional breakdown in which, as he later told Bridges, "my spirits were so crushed that madness seemed to be making approaches". It was about this time that he wrote the "terrible sonnets", poems that took their origin in a mental state far more abundantly human than some of his co-religionists would have us believe.

The main focus of Professor Bergonzi's book is biographical. His account of Hopkins's life and the biographical background of the poems is cautious and sensible rather than strikingly original. Inevitably much of his primary material is already familiar, particularly the extracts from the letters, notebooks and journals. He does, however, manage to put over a vivid impression of Hopkins the individual, and throws light on several important aspects of the poet's personality. There are admittedly, a few questionable pieces of biographical interpretation that might well disagree, for instance, with the assertion that Hopkins's conversion to Catholicism was in any obvious sense an emotional affair" (page 35). It is true that he set himself relentlessly to reason a matter of dispassionate logic: "I can hardly believe anyone ever became a Catholic because he was two" he wrote to the Anglo-Catholic Henry Liddon. The sonnet stanzas of *The Wreck of the "Deutschland"*, however, seem to tell a different story.

The best chapter consists of a brief critical survey of the poetry. The discussion of Hopkins's diction is interesting and refreshingly sceptical, if a little too generous to Bergonzi's quotas, and on the subject of his metrics, which Bergonzi endeavours, Elizabeth W. Schneider, awkwardly worded comment that the poet "was wilfully attempting to make the language into a verse that it was not". The examination of particular poems is necessarily sketchy, and the fundamental question of their inner coherence is never really tackled. Bergonzi is surely right in arguing that "it is no longer sufficient to regard Hopkins as a revolutionary artist whose genius was misunderstood by conservative readers" (page 168). We need to remind ourselves of his oddity and idiosyncrasy as well as his strange and sporadic brilliance.

Robert Inglesfield

NEW LITERATURE BOOKS

YALE University Press

New Haven and London

The Poetry of Tennyson

A. Dwight Culler

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(A constituent college of University of Nairobi)

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Applicants should have a PhD in Botany with specialization in Plant Anatomy and Morphogenesis. Teaching experience at University level would be a distinct advantage. The appointee is expected to teach Plant Anatomy, Morphology, Morphogenesis and Botanical Techniques courses. Experience in a teacher Education institution will be an added advantage.

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Further particulars from the Secretary. The University, Aberdeen, with whom applications (12 copies) should be lodged by 1st November, 1977, quoting reference No. 4008T.

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Loughborough *Leicestershire.*

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Sydney, Australia

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Duntroon, Canberra

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This is a new position. Applications are invited from those qualified in any area of political science but preference may be given to applicants with an interest in political theory, public administration or Asian politics. Applications close on November 18, 1977.

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Further information from the Head of the Department of Geography, Faculty of Military Studies, Duntroon, A.C.T. 16. Applications close on December 9, 1977.

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Details of appointment and application forms obtainable from the Association of Commonwealth Universities (Appts.), 36 Gordon Square, London WC1H 0PF.

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GLASGOW
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Applicants please quote Ref. No. 4001T.

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Applications (10 copies) must be received by the Academic Registrar (TH/EB), University of London, Senate House, Malet Street, London WC1E 7HU (from whom further particulars should first be obtained), not later than 9th December, 1977.

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Applications forms and further particulars may be obtained from:

The Personnel Officer
West Theatre
Trinity College
Dublin 2

Applications should preferably be returned by Friday, 25th November, 1977.

LOUGHBOROUGH UNIVERSITY OF TECHNOLOGY

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Salary within scale £3,333-£6,655 (under review). It is hoped to make an appointment within the lower half of the scale. Further particulars and application forms from Paul Johnson, Establishment Officer, Ref. 77/135ES.

Loughborough *Leicestershire.*

LONDON, W.C.2

BRITISH LIBRARY OF POLITICAL AND ECONOMIC SCIENCE
(London School of Economics)

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(re-advertisement)

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MANCHESTER
THE UNIVERSITY

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Applications are invited for above Chair, which will fall vacant in October, 1978, on the retirement of Professor F. F. Bruce. Candidates should have specialised in some branch of Biblical Study and possess special expertise in the New Testament. Salary within the range for Professors. Superannuable.

Applications form may subsequently be obtained from the Registrar, The University, Manchester M13 9PL, to be returned not later than 30th November, 1977.

Further particulars may be obtained from the Registrar quoting reference 168/77/THES.

Universities continued



Applications are invited for the following posts, for which applications close on the dates shown. Salaries (unless otherwise stated) are as follows: Professor $A30,786; Senior Research Fellow $A20,489-$A24,464; Research Fellow $A14,632-$A18,139; Senior Lecturer $A19,876-$A22,985; Lecturer $A14,632-$A19,282; Tutor $A10,362-$A12,223. Further details, conditions of appointment for each post, method of application and application form, where applicable, may be obtained from The Association of Commonwealth Universities (Appts.), 36 Gordon Square, London WC1H 0PF.

James Cook University of North Queensland

LECTURER/SENIOR LECTURER IN EDUCATION

Duties: The appointee will be responsible for: co-ordinating a pre-service school experience program (this will involve liaison with school personnel and the integration of student teaching experience with a teaching skills program); providing undergraduate and graduate courses in the fields of general curriculum theory, curriculum design and curriculum evaluation. Qualifications: A higher degree in Education (preferably a Ph.D. or equivalent). A significant period of successful teaching at secondary level. A demonstrated research interest in at least one of the following: curriculum theory, curriculum design, curriculum evaluation, models of teaching, teacher education. Recent experience in the planning and supervision of pre-service teacher education would be an advantage.
14 November 1977

Australian National University

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RESEARCH SCHOOL OF PACIFIC STUDIES

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10 December 1977

Monash University, Melbourne

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2 December 1977

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15 November 1977

University of Sydney

CHAIR OF HISTORY

Applications are invited from persons qualified in early modern or late modern European and British History for the Chair of History which became vacant on the resignation of Professor P. Collinson.
A statement of conditions of appointment and information for candidates including further details about the field of the Chair may also be obtained from the Registrar, University of Sydney, N.S.W. 2006, Australia.
18 November 1977

CHAIR OF ARCHITECTURE

Applications are invited for an additional Chair of Architecture. The occupant of the original Chair of Architecture and Head of the School of Undergraduate Studies in Architecture is Professor R. N. Johnson.
25 November 1977

CHAIR OF SOCIAL WORK

Applications are invited from persons with professional qualifications in Social Work for a newly established Chair of Social Work. There is also within the Department of Social Work a Chair of Social Administration at present occupied by Professor T. Brennan. The occupant of the new position will have a principal responsibility for the direction and development of professional practice course in the Department of Social Work.
15 November 1977

CHAIR OF INDUSTRIAL RELATIONS

Applications are invited for the Chair of Industrial Relations in the Faculty of Economics.
15 November 1977

LECTURER (TEMPORARY) IN PHARMACOLOGY

Applicants should be graduates in Science or in Medicine with appropriate postgraduate experience in pharmacological teaching and research.
The post would be suitable for a staff member of a British University able to arrange a year's leave; no travel expenses can be paid.
11 November 1977

LECTURER IN HISTORY

Appointment to be in the field of Early Modern European History. Preference may be given to candidates with interest in the Reformation in Central Europe or in Eastern European History.
7 December 1977

LECTURER IN CHEMISTRY IN FIELD OF THEORETICAL CHEMISTRY

Preference to applicants with special interests in application of statistical mechanics to chemical systems. Evidence of teaching ability as well as research ability required.
15 November 1977

BIRMINGHAM
THE UNIVERSITY

DEPARTMENT OF PHYSICAL METALLURGY AND SCIENCE OF MATERIALS

RESEARCH FELLOWSHIP

Applications are invited for the above post to work on deformation and recrystallization studies of metals using high voltage electron microscopy and scanning transmission electron microscopy.

The candidate must have had considerable experience in electron microscopy and a Ph.D. in Metallurgy or Materials Science. The post is tenable for two years.

Salary in the range £3,333 to £5,627, plus superannuation.

Further particulars from the Assistant Registrar, Science and Engineering, University of Birmingham, P.O. Box 363, Birmingham B15 2TT, to whom applications (three copies) naming three referees should be sent by Monday, 7th November, 1977.

Please quote ref.: TU3.

ESSEX
THE UNIVERSITY

ASSISTANT REGISTRAR IN DEAN OF STUDENTS' OFFICE

Applications are invited for the above post on the Registrar's staff.

Salary will be within the Administrative Grade II scale £5,333 to £6,665 per annum (under review) with initial placing being dependent upon qualifications and experience.

The successful candidate will assist the Dean of Students, who is the principal officer of the University responsible for student welfare, across the whole range of his duties. He/She will also act as secretary to the Social Policy Board. Applicants should preferably be university graduates and have relevant university experience and an interest in welfare or social work.

Applications (quoting P/3/THES), including a curriculum vitae (six copies) and the names of two referees, should reach the Registrar, University of Essex, Wivenhoe Park, Colchester CO4 3SQ, from whom further particulars of the post are available, not later than 11 November, 1977.

University of Western Australia PERTH

Deputy Vice-Chancellorship

The University is seeking a Deputy Vice-Chancellor to succeed Professor A. J. F. Boyle, who has been Deputy Vice-Chancellor since 1973 and has decided to resume professorial duties in an academic department of the University. It is hoped that the appointee will be able to take up the position immediately it becomes vacant, which will be in the middle of 1978.

Persons interested in the Deputy Vice-Chancellorship or who wish to suggest names for consideration are invited to write under confidential cover to the Chancellor, The University of Western Australia, Nedlands, Western Australia, 6009.

A. J. Williams, Registrar.

UNIVERSITY OF BRADFORD

VICE-CHANCELLOR AND PRINCIPAL

The Council and Senate of the University of Bradford have appointed a Joint Committee to recommend a successor to Dr. E. G. Edwards, who retires on 31st March, 1978.
The Committee invites applications for the post. Persons with appropriate qualifications and experience may write privately to the Chairman, Mr. A. J. Thayre (Pro-Chancellor and Chairman of Council), preferably at the University of Bradford. Suggestions of the names of others suitable for consideration would also be welcome.

The University Council reserves the right to appoint to the post by invitation.

Information about the University and further particulars of the post may be obtained from the Registrar, University of Bradford, Bradford, West Yorkshire BD7 1DP.

AUCKLAND
New Zealand
THE UNIVERSITY
LECTURESHIP IN INDONESIAN

Applications are invited for the above-mentioned post in the Department of Asian Languages and Literatures. Applicants must have a thorough knowledge of Bahasa Indonesia and a good knowledge of Classical Malay. Knowledge of another Indonesian language would be an advantage.
Preference will be given to candidates with qualifications and particular interests in Indonesian language and literature, but applicants specialising in other fields will also be considered.
The successful applicant must be prepared to teach Indonesian language and literature at all stages up to M.A. honours and should therefore possess a good knowledge of English.
Salary scale NZ$9,873 to NZ$12,170. Commencing salary will be determined in accordance with qualifications and experience. At present salaries are supplemented by a cost-of-living allowance of $763 per annum.
Conditions of appointment and application procedure obtainable from the Association of Commonwealth Universities (Appts.), 36 Gordon Square, London WC1H 0PF, or from the Registrar, University of Auckland, Private Bag, Auckland, New Zealand.
Applications close on November 21, 1977.

NEW ZEALAND
UNIVERSITY OF CANTERBURY
CHRISTCHURCH

Applications are invited for UNIVERSITY POST-DOCTORAL FELLOWSHIP in the following Department. Applicants should possess a Ph.D. or equivalent degree, preferably followed by some research experience. The appointee may be asked to undertake a limited amount of teaching in addition to contributing to the current research programmes in their particular field.
FRENCH: The appointee will be a suitably qualified person with research interests in any field of French literature or French civilization.
The emolument will be NZ$8,000 per annum. Fellowships are tenable normally for one year.
Further particulars and Conditions of Appointment may be obtained from the Association of Commonwealth Universities (Appts.), 36 Gordon Square, London WC1H 0PF.
Applications close on 30 November, 1977.

KEELE
THE UNIVERSITY
DEPARTMENT OF CHEMISTRY

Applications invited for:

DEMONSTRATORSHIP IN CHEMISTRY

From January 1, 1978, initially for one year, at a salary of £3,004 p.a., together with membership of U.S.S.
Applicants should hold good first degree or equivalent qualification in Chemistry. In addition to demonstrating they will be expected to undertake research work for a higher degree.
Application forms and further particulars from the Registrar, The University, Keele, Staffs ST5 5BG, to whom completed forms should be returned by November 28, 1977.

EAST ANGLIA
THE UNIVERSITY
NORWICH
SENIOR ADMINISTRATIVE ASSISTANT

Applications are invited for appointment as Senior Administrative Assistant in the Registry. Salary according to qualifications and experience on the scale £3,903 to £5,627 (under review) plus USS benefits. Applicants should be graduates with experience of administration preferably in a UK university. The person appointed will be especially concerned with the work of the Staff Board and its Committees dealing with all aspects of the work of the University as employer.
Further particulars of the appointment may be obtained from the Estate Establishment Officer, University of East Anglia, Norwich NR4 7TJ, to whom applications (three copies unless overseas) should be made giving full particulars of age, qualifications and experience, together with the names and addresses of three persons to whom reference may be made, not later than 4 November 1977. No forms of application are issued.

HONGKONG
THE UNIVERSITY
ASSISTANT REGISTRAR/ASSISTANT SECRETARY

Applications are invited for a post of Assistant Registrar/Assistant Secretary in either the Registrar's or the Secretary's Office. Initial placement will depend on the qualifications and experience of the successful candidate, who will be expected to assume duty as soon as possible.
Candidates should be University graduates with appropriate administrative experience, preferably in a University, either in a Faculty Office or in the central administration.
Annual salary (superannuable) is: HK$71,400 x 3,030 —79,440 x 3,900—[illegible] (£1 equals HK$8.20 approx.). Starting salary will depend on qualifications and experience.
Further particulars and application forms may be obtained from the Association of Commonwealth Universities (Appts.), 36 Gordon Square, London WC1H 0PF, or the Assistant Secretary (Recruitment), University of Hong Kong, Hong Kong.
Closing date for applications is November 10, 1977.

LEEDS
THE UNIVERSITY
DEPARTMENT OF GERMAN LANGUAGE AND LITERATURE

Applications are invited for the CHAIR of GERMAN that will become vacant on the resignation of Professor J. [illegible] Wakle on his appointment to the Chair of German at the University of Aberdeen from 1 January 1978. The salary will be not less than the minimum of the professorial range (£9,100 p.a.) and the appointment will be from a date to be arranged with the successful candidate. The University reserves the right to consider for appointment persons other than those who submit formal applications.
Applications (two copies) stating age, qualifications and experience and naming three referees should reach the Registrar from whom further particulars may be obtained, The University, Leeds LS2 9JT, not later than 30 November 1977. Applicants from overseas may apply in the first instance by cable, naming three referees.

MURDOCH UNIVERSITY
Perth
Western Australia

Murdoch University, Western Australia's second University, admitted its first students in February, 1975. The University is committed to taking a fresh approach to higher education, with the goal of responding directly to the conditions and needs of the late twentieth century. This is reflected in admission policies, organisation structures, programmes of study, philosophies of teaching and recruitment of staff.
The University is organised on a system of schools of study, with the Dean of each School having both academic and administrative responsibility.
Applications are invited from suitably qualified persons for the following position which is to be taken up on 1st February, 1978, or as soon thereafter as possible.

SCHOOL OF ENVIRONMENTAL AND LIFE SCIENCES
(Dean: Professor J. J. Lonergan)

LECTURESHIP IN BIOLOGY
(CELL BIOLOGY)
(REF. EN.0510)

The appointee will be required to take responsibility for a first-year course in cell biology for biology and veterinary science students, and to contribute to relevant areas of more advanced courses in biology. The appointee may also be required to contribute to the School's involvement in general University courses and External Studies. Applicants should have a broad background in cell biology and will be expected to conduct research and to supervise postgraduate students.
GENERAL: Salary Range: Lecturer $A14,632 to $A19,282 per annum.
Conditions of appointment include Superannuation, similar to F.S.S.U., Long Service Leave, assisted Study Leave, payment of fares to Perth for appointee and dependent family, removal and settling-in allowances and house purchase scheme.
PROCEDURE FOR APPLICATIONS. There is no prescribed application form, but TWO COMPLETE SETS of detailed applications, quoting the appropriate reference number, including full personal particulars, details of tertiary qualifications, career history, with description of posts held, area of special competence and interest, research completed or currently being undertaken, personal views on teaching, membership of professional institutions or societies and positions of responsibility in these, list of relevant material published by the applicant, when available to take up appointment if offered and the names and addresses of three professional referees should reach the Personnel Officer, Murdoch University, Murdoch, Western Australia 6153, by 18 November, 1977. Applicants should request the three professional referees to write immediately, quoting the appropriate reference number, to the Personnel Officer, Murdoch University.
Applicants resident in the United Kingdom, Europe or Africa at the time of application should also forward ONE further copy to the Association of Commonwealth Universities (Appts), 36 Gordon Square, London WC1H 0PF, from whom further particulars may be obtained.

THE OPEN UNIVERSITY
FACULTY OF SCIENCE
POST-DOCTORAL FELLOWSHIP IN CHEMISTRY

Applications are invited for a POST-DOCTORAL RESEARCH FELLOWSHIP in CHEMISTRY tenable for a period of two years with immediate effect. The Fellow will work on sulphur-nitrogen and other compounds, using 15N and 14N n.m.r. to study structure and bonding. Applicants should be familiar with vacuum line and dry-box techniques.
Commencing salary will be within the scale £3,333 to £3,764; starting date by arrangement.
Further particulars and application forms are available, by postcard request, please, from the Personnel Manager (151), The Open University, P.O. Box 75, Walton Hall, Milton Keynes MK7 6AL or by telephone from Milton Keynes 63868. Closing date for applications: 10th November, 1977.

READING
THE UNIVERSITY
VICE-CHANCELLOR

The University is to appoint a Vice-Chancellor to succeed Dr. H. R. Pitt, F.R.S., on his retirement.
Persons interested in the appointment, or who wish to suggest names for consideration by the Committee of Selection, are asked to write not later than 30th November, to the Chairman of the Committee, Sir Michael Milne-Watson, C.B.E., c/o the Registrar (Room 214), The University of Reading, Whiteknights, Reading RG6 2AH. All letters will be treated in the strictest confidence.

THE OPEN UNIVERSITY
FACULTY OF SOCIAL SCIENCES
STAFF TUTOR [illegible]
EAST MIDLANDS [illegible]

[illegible]

THE OPEN UNIVERSITY
FACULTY OF ARTS
TEMPORARY STAFF TUTOR
SOUTH EAST REGION

[illegible]

SURREY
THE UNIVERSITY
SENIOR LECTURER IN [illegible] ENGINEERING

[illegible]

THE OPEN UNIVERSITY
FACULTY OF TECHNOLOGY
RESEARCH FELLOW IN DESIGN

[illegible]

Universities continued

RHODESIA
THE UNIVERSITY
SENIOR LECTURESHIP/LECTURESHIP IN ACCOUNTANCY

The position offered is that of Lecturer/Senior Lecturer in the Department of Accountancy. The successful applicant will be required to teach at undergraduate level to students studying for the Bachelor of Accountancy degree. He will also be encouraged to undertake research in his particular field. Candidates should state those areas of accounting and allied subjects which interest them.
The appointment may be on permanent pensionable terms or for a fixed term of not less than one year. Applicants are requested to indicate their date and period of availability.
Salary Scales (approx. sterling equivalent): Lecturer Grade II, £5,340 by £240 to £6,732 by £1,374 [illegible]; Senior Lecturer, [illegible] to £8,715 by £538 to £10,681.
Permanent Pensionable Terms: Family passages and allowance towards transport of effects on appointment. Installation loan of up to half of one year's salary if required. Unfurnished University accommodation guaranteed for a period of at least three years for persons recruited from outside Rhodesia. Sabbatical leave and triennial visits with travel allowance. Superannuation and medical aid schemes.
Short-term Contracts: Family passages and allowance towards transport of effects. Assistance with accommodation for persons recruited from outside Rhodesia.
Applications (six copies) giving full personal particulars (including full name, place and date of birth, etc.), qualifications, experience and publications and names and addresses of three referees, should be submitted by 18th November, 1977, to the Registrar, University of Rhodesia, P.O. Box MP167, Mount Pleasant, Salisbury, Rhodesia, from whom further particulars may be obtained. Overseas applicants please send an additional copy of their applications to the Association of Commonwealth Universities (Appts.), 36 Gordon Square, London WC1H 0PF, from whom conditions of appointment may be obtained.
British subjects considering applying for posts in Rhodesia are urged to consult the Foreign and Commonwealth Office (telephone 233 4131) or their nearest British Consular Office.

SHEFFIELD
THE UNIVERSITY
DEPARTMENT OF PSYCHOLOGY

Applications are invited from men and women for a LECTURESHIP in PSYCHOLOGY tenable from April 1, 1978. Applicants should have research experience and interests in animal behaviour and ethology. Candidates with a special interest in neuro-ethology are encouraged to apply. The Department has recently occupied a purpose-built new building which is well equipped and has excellent laboratory and computing facilities.
Initial salary in the range £3,333 to £3,405 on scale rising to £6,665.
Particulars from the Registrar and Secretary, the University, Sheffield S10 2TN, to whom applications (3 copies) should be sent by December 12, 1977. Quote Ref. R.40/DJ.

Polytechnics

BRIGHTON
THE POLYTECHNIC
MANAGEMENT CENTRE
LECTURER IN PERSONNEL MANAGEMENT
£3,744 to £5,983

To teach a range of courses which include the CNAA Postgraduate Diploma in Management Studies.
Applicants with good Behavioural Science Degrees and postgraduate qualifications are encouraged to apply. Practical management experience in the personnel field is essential. Some experience in the Public Sector would be advantageous.
Application forms and further details from: Personnel Officer, Brighton Polytechnic, Moulsecoomb, Brighton, BN2 4AT. Tel. 693655, Ext. 2537. Closing date 4th November, 1977.

LANCHESTER
THE POLYTECHNIC
RESEARCH FELLOW/ASSISTANT IN PSYCHOLOGY

A Research Fellow/Assistant is required for work on directional biases in perception. The project is funded by the SSRC for one year in the first instance. The level of appointment will be dependent on qualifications and experience.
Informal enquiries may be made to Dr. Marian Annett, of Applied Social Studies.
Salary: Research Assistant, £2,460 to £3,364 plus £312 plus April 1977 pay award per annum.
Research Fellow, £3,279 to £3,708 plus £312 plus April 1977 pay award per annum.
(Maximum salary on appointment will be £4,203 including supplements.)
For application form and further particulars please apply in writing enclosing a foolscap stamped and addressed envelope to the Assistant Secretary (Personnel), Lanchester Polytechnic, Priory Street, Coventry CV1 5FB, returnable by 8th November, 1977.

NORTH STAFFORDSHIRE POLYTECHNIC
Department of Business and Legal Studies

LECTURER I IN BUSINESS STUDIES

The person appointed to this post will participate in the teaching of Managerial Economics and related subjects on a variety of degree and degree level courses.
Applicants (male/female) should preferably be graduates in Business Studies with a post-graduate qualification in an appropriate field such as Industrial Economics, Business Policy or Management.
The duties will also involve the development and maintenance of close links with industry therefore some relevant industrial experience would be a distinct advantage.
Salary Scale Lecturer I—£2,196-£4,869
(commencing salary according to qualifications and experience).
Further particulars and application form can be obtained from: Deputy Director (Staffing), North Staffordshire Polytechnic, College Road, Stoke-on-Trent ST4 2DE.

ABERDEEN
ROBERT GORDON'S INSTITUTE OF TECHNOLOGY

SCHOOL OF HOTEL AND INSTITUTIONAL ADMINISTRATION

LECTURER

in Food and Beverage Administration with graduate and/or professional qualification and relevant experience for Higher National Diplomas in Catering and Hotelkeeping, Institutional Management and Final MHCIMA Course. Degree course planned.

Salary scale in range £3,688 to £6,999 per annum (including Phase I and Phase II Supplements).
Assistance with removal expenses.

Details from Chief Administrative Officer, Robert Gordon's Institute of Technology, Schoolhill, Aberdeen AB9 1FR. (0224-574511).

Lecturer Grade II Printed Textile Designer

£3,279-£5,493 plus £465-£492 supplements
Applications are invited from highly creative textile designers suitably qualified Des.RCA, Dip AD, for a one or two year contract, the appointment will be from 1 January, 1978. The successful applicant will teach on the BA Hons Textile Design Course and must be able to offer experience in practical printing and have a wide approach to surface decoration.
Further details and form of application from the Chief Administrative Officer, Trent Polytechnic, Burton Street, Nottingham NG1 4BU. A self-addressed foolscap envelope will assist in the speedy despatch of documents. Closing date Friday, 17th November, 1977.

TRENT POLYTECHNIC NOTTINGHAM

PLYMOUTH POLYTECHNIC

School of Engineering Science
Construction Studies Group

RESEARCH ASSISTANT
ANALYSIS OF STRUCTURES USING FINITE ELEMENT ANALYSIS

The successful candidate will be expected to continue the study of structural analysis and to develop an existing computer program to provide a satisfactory numerical solution.
Candidates with a good first degree in engineering, mathematics, physics or equivalent qualification, with an interest in computing.
Research Assistants are normally required to register for a higher degree, although post-doctoral applicants will be considered.
Appointments are for a period of two years with a possibility of a third year (fixed term contracts).
Salary will be £2,489 for post-graduates or £2,721 post-doctoral (or equivalent) with annual increases of £126. Supplements of £312 and £132 p.a. will also be paid.
Application forms to be returned by November 18, 1977, can be obtained with further particulars from the Personnel Officer.

PLYMOUTH POLYTECHNIC DRAKE CIRCUS PLYMOUTH PL4 8AA

PLYMOUTH POLYTECHNIC

School of Environmental Sciences

POST DOCTORAL FELLOWSHIP
Salary: £3,643 p.a.
to work on
The Analysis and Fate of Acrylamide in Aqueous Solutions.

This is a collaborative project with the South West Water Authority, and supported by the Dept. of the Environment.
Applicants should be experienced chemical analysts preferably with experience in electron-capture gas-liquid chromatography, radio-chemical methods, or auto-analysis.
The appointment is for one year with a possible extension to three years (fixed term contracts). Salary will be based upon the Burnham LI Scale starting at £3,099 p.a. and rising in £126 annual increments. Supplements totalling £444 p.a. will also be paid.
Application forms to be returned by 18th November, 1977, can be obtained with further particulars from the Personnel Officer.

PLYMOUTH POLYTECHNIC DRAKE CIRCUS PLYMOUTH PL4 8AA

SHEFFIELD CITY POLYTECHNIC
DEPARTMENT OF HISTORY OF ART

Lecturer II in History of Art

Salary Scale £3,744-£5,925

Applicants should be well qualified in art history with specialism in twentieth-century painting and sculpture. The successful candidate will be expected to make general contributions on the BA Fine Art Course in modern painting and sculpture and will have special responsibility for the development of the contemporary (i.e. post-1945) art option in the third year of the BA(Hons) History of Art Design and Film Course.
Requests for an application form in writing only please to the Personnel Department (Dept THES), Halfords House, Fitzalan Square, Sheffield S1 2BB, to whom completed forms should be returned by November 11th, 1977.

CENTRAL LONDON
THE POLYTECHNIC
READERSHIP

Applications for a Readership are invited in the School of Engineering and Science. The Reader should be of high academic, industrial and/or organizational attainment and will be expected to be expert in instrumentation in one of the fields of Engineering, Mathematics and Computing, Physics and Life Sciences, and be capable of fostering research and graduate-school activity across all of these areas. Applicants with interests which cross the spectrum of activities are specifically encouraged to apply. Salary: £6,834 to £7,856 (bar) to £8,472 which includes £402 London allowance and supplement of £492.
Details and application form from the Establishment Officer, PCL, 309 Regent Street, London W1R 8AL, 01-580 2020 Extension 212. Closing date 16 November, 1977.

MANCHESTER
THE POLYTECHNIC
FACULTY OF MANAGEMENT AND BUSINESS
DEPARTMENT OF ECONOMICS AND ECONOMIC HISTORY
(M/110) LECTURER II IN ECONOMICS
(M/111) LECTURER I OR II IN ECONOMICS (TEMPORARY)

Applicants should be honours graduates in Economics prepared to offer Micro-Economic Theory and Industrial Economics up to the final years of the BA Economics and other degree courses. Candidates will also be required to provide some general teaching of Economics to a range of diploma, certificate, professional and management full-time and part-time courses. Research and teaching experience and some experience in a business environment would be advantageous.
In the case of the temporary appointment a fixed period of two years is involved.
Salary scales: Lecturer I £3,169-£4,377; Lecturer II £3,279-£5,493. Plus up to £492 per annum supplement.
For further particulars and application form (returnable by 14 November, 1977) please send a self-addressed envelope marked with the appropriate reference number to the Secretary, Manchester Polytechnic, All Saints Building, Manchester, M15 6BH.

PORTSMOUTH
THE POLYTECHNIC
DEPARTMENT OF MECHANICAL ENGINEERING AND NAVAL ARCHITECTURE
LECTURER/SENIOR LECTURERS

Applications are invited from men or women for two posts in the Department of Mechanical Engineering, one of which will be a temporary appointment.
The successful candidates will be expected to contribute to the teaching, development and research activities of the Department and a special interest in the fields of Engineering Production or Design supported by relevant industrial experience, will be an advantage.
The appointments will be made within the Lecturer II/Senior Lecturer scales: £3,744 to £6,543 (efficiency bar) to £6,909 per annum, depending upon age, qualifications and experience.
Application forms and further particulars may be obtained from the Staff Officer, Portsmouth Polytechnic, Alexandra House, Museum Road, Portsmouth PO1 2QQ, to whom completed applications should be returned by November 11, 1977. Please quote Ref. 044.

PORTSMOUTH
THE POLYTECHNIC
PART-TIME LECTURERS
DEPARTMENT OF FINE ART

Suitably qualified candidates required for part-time teaching posts in the Theoretical Studies Section of the Department. The Section is responsible for teaching the HISTORY and THEORY of ART—and other related studies—to 120 BA (Fine Art) students.

SCHOOL OF LANGUAGES AND AREA STUDIES

Part-time LECTURER required to teach RUSSIAN for three hours on Thursday mornings. Possibility of two more hours the same afternoon.
Application forms may be obtained from the Staff Officer, Portsmouth Polytechnic, Alexandra House, Museum Road, Portsmouth PO1 2QQ, to whom completed applications should be returned by 11th November, 1977.
Please quote reference 28.

Colleges and Departments of Art

Exeter College of Art and Design

Lecturer II History of Design

Applications are invited for the above post from persons who might be qualified in Modern History, History of Art or Architecture or Sociology of Communication. The person appointed will teach on CNAA BA (Hons) degree courses in Graphic Design and Fine Art. Appointment to commence from January, 1978, or as soon as possible thereafter.

S.A.E. for details and application form to Chief Administrative Officer, Exeter College of Art and Design, Earl Richards Road North, Exeter EX2 6AS.

DEVON



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To advertise in The THES phone Lorraine Williams 01-837 1234 Extn 575
THE TIMES Higher Education SUPPLEMENT
New Printing House Square, P.O. Box 7 Gray's Inn Road, London WC1X 8EZ

LEICESTERSHIRE
LOUGHBOROUGH COLLEGE OF ART AND DESIGN
PART-TIME LECTURER IN WOVEN TEXTILES

Required to teach Degree students for approximately eight hours per week at £5.70 per hour plus second class travel. A lively forward-looking approach is desirable.
Written applications, including details of qualifications, age, etc., should be sent to the Principal, Loughborough College of Art and Design, Radmoor, Loughborough, Leics., as soon as possible.

LEICESTERSHIRE
LOUGHBOROUGH COLLEGE OF ART AND DESIGN
LECTURER I FOR FOUNDATION STUDIES
from 1st January, 1978

Applicants should have a wide range of interests, with special abilities in Drawing, Photography and Sculpture.
Written applications, giving fullest details, together with names and addresses of two referees to the Principal, Loughborough College of Art and Design, Radmoor, Loughborough, Leics., as soon as possible.
Further details from the Registrar.

Courses

MONUMENTAL CONSERVATION
(Polychrome Sculpture)

AT CROYDON

ONE-YEAR INTENSIVE COURSE
(POST-GRADUATE POST-DIPLOMATE)
(Fine Art — Fine Crafts — 3-D Studies)

January 1978—December 1978

Training in the conservation of stone and wood sculpture and architectural ornament.
Sponsored by THE TRAINING SERVICES AGENCY.
Applicants must be not less than 24 years of age and must normally be entitled to an award under the Training Opportunities Scheme.
Please write for further information and application form to Peter Whapham,
School of Art and Design (THES),
Croydon College of Design and Technology,
College Road, Croydon, CR9 1DX.

Research Posts

QUEEN ELIZABETH HOUSE, OXFORD
RESEARCH FELLOWS (FOUR) IN

(1) DEVELOPMENT ECONOMICS (two)—International economic development *or* alternative development strategies *or* rural development;
and
(2) HISTORY/POLITICS/SOCIOLOGY (two)—development problems with preference for Sub-Saharan Africa, but candidates concerned with Asia not excluded.
Salary £3,975 (age 27 and under) to £5,219 (age 33 and over) with USS. Appointment 3 years fixed term. Date of appointment by arrangement, between February 1 and October 1, 1978.
Application forms, to be submitted by November 21, 1977, available from Secretary, Queen Elizabeth House, 21 St Giles, Oxford OX1 3LA (telephone 52952).

Colleges of Further Education

THOMOND COLLEGE OF EDUCATION, LIMERICK, IRELAND

The Thomond College of Education is a new Institute of Higher Education, incorporating the former National College of Physical Education. The College, which is a recognised College of the National University of Ireland, currently provides an integrative and concurrent programme of teacher education. Based on the global formation of its students in two or more areas which are relevant to the school. At present the major area of specialisation is Physical Education, and an elective subject is also chosen from the following: Irish Studies, English Studies, Social and Environmental Studies, Science/Chemistry and Science/Mathematics. The development of other specialist programmes for teachers of Woodwork, Metalwork and Rural Science is in progress.
The College will also have responsibility for the development and implementation of certain recurrent education programmes

LECTURER IN INORGANIC/PHYSICAL CHEMISTRY

The successful applicant will be expected to teach in Inorganic and/or Physical Chemistry; to contribute to Professional Courses in a Teacher Education Science Programme; and to supervise student teachers on teaching practice.
Teaching experience at third-level in either or both of these areas is desirable, as is experience in Teacher Education.
Suitable post-graduate qualifications are essential.

LECTURER IN ENGLISH/DRAMA

The College is developing a four-year degree programme in English Studies concerned with the role of language, literature, drama and the communications media in the post-primary school curriculum.
The person appointed to the position of Lecturer will contribute to the existing drama programme and to the development of a new drama programme within English Studies. He/she will be expected to be involved in other areas of the teaching of English, especially in relation to developments in English and Drama in the post-primary school curriculum and will be expected to supervise students on school-based teaching practice. The College at present offers courses in movement and dance under the Physical Education programme.
The holder of a degree in English who is also qualified to teach Drama or the holder of a qualification in drama (equal to at ADB(Ed)) would be considered appropriate. Teaching experience and/or experience of teacher education would be an advantage.
SALARY SCALE: LECTURER, £5,556 to £7,734
Plus £100 pa. marriage, and £70 pa. child allowances, together with other benefits.
Application material available from Personnel Office, Thomond College of Education, Castletroy, Limerick, Ireland, to be completed and returned by Friday, November 18, 1977.

Colleges and Institutes of Higher Education

Dorset Institute of Higher Education
and Dorset County Council Social Services
Department Joint Appointment

Principal Lecturer in Social Work

£5,940-£7,578 p.a. plus £492 Supplement

Applications are invited for this post from persons with some or all of the following qualifications and experience—degree or degree equivalent, social work qualification, appropriate teaching and research experience, appropriate experience in social work.

(1) To be responsible in the Institute for the education and training in social work.

(2) To plan and develop courses in close cooperation with the Social Services Department.

(3) To work in the Training Section of the Social Services Department.

(4) To establish and manage, in the Institute, an Education and Training Unit for Social Work.

Further details and application form from the Director, Dorset Institute of Higher Education, Wallisdown Road, Wallisdown, BH12 5BB. Tel: Bournemouth (0202) 524111. Closing date for applications 18 November, 1977.

DERBY LONSDALE COLLEGE OF HIGHER EDUCATION
(a constituent of the East Midlands Regional Management Centre)

SENIOR LECTURER/ LECTURER GRADE II
IN MANAGEMENT STUDIES

A person with good academic qualifications and responsible management/teaching experience, to make a significant contribution to major courses such as Masters Programme CNAA, Diploma in Management Studies, Diploma in Purchasing Analysis.
Salary Scales:
Senior Lecturer: £5,031 to £5,955 (bar) £6,147 plus supplements.
Lecturer Grade II: £3,279 to £5,493 plus supplements.
Further particulars and application forms may be obtained from the Staffing Officer (reference DP), Derby Lonsdale College of Higher Education, Kedleston Road, Derby DE3 1GB, to whom completed forms should be returned by Monday, 14th November, 1977.

Colleges and Institutes of Technology

PAISLEY COLLEGE

DEPARTMENT OF ECONOMICS AND MANAGEMENT

LECTURER IN MARKETING

Applicants should have a good honours degree in marketing or a related discipline (such as economics or behavioural science) and preferably have either a post-graduate degree in marketing or industrial and/or market research experience.
The appointee will be expected to contribute to teaching in the B.A. Honours Business Economics (with Marketing) degree and undertake research.
Salary Scale: Lecturer—£3,528/£6,807 (plus Phase 2 supplement)
Application forms and further particulars from Establishment Section, Paisley College of Technology, High Street, Paisley PA1 2DE, quoting reference 29/1. Closing date 1st December, 1977.
(Informal enquiries may be made to Professor P. J. Sloane, telephone number 041-887-1241 Ext. 301.)

DUNDEE COLLEGE OF TECHNOLOGY

LECTURESHIP IN QUANTITY SURVEYING

Applications are invited from persons who are graduates and/or professionally qualified in quantity surveying and who have a sound knowledge of the requirements of undergraduate education. The person appointed will be required to contribute to the teaching, operation and progressive development of a recently validated C.N.A.A. Degree Course in Quantity Surveying. Although the teaching duties will cover a range of subjects within the field of quantity surveying, the lecturer appointed will also be expected to specialise in an appropriate area and engage in research
Salary (at present under review) on the scale £3,678 to £6,321 (bar—£6,807 with initial placing dependent upon prior experience. Financial assistance towards the cost of removal expenses may be payable.
Further particulars and application form obtainable from the Administrative Assistant (Establishment), Dundee College of Technology, Bell Street, Dundee, DD1 1HG, to whom completed application forms should be returned by 11 November, 1977.

LOTHIAN REGIONAL COUNCIL
NAPIER COLLEGE OF COMMERCE AND TECHNOLOGY
LECTURER GRADE II IN MANAGEMENT STUDIES (TRANSPORT)
Salary £5,666-£6,525 (bar) £7,059.
To teach aspects of management and control of public transport and to cover and develop specific areas of syllabuses relating to transport organisation and management.
Applicants should possess a degree, honours degree and/or equivalent professional qualifications and preferably have had an industrial research of teaching experience.
Application forms and further particulars from the Educational Registrar, Napier College of Commerce and Technology, Colinton Road, Edinburgh EH10 5DT.

Announcements

SSRC RESEARCH GRANT APPLICATIONS

CLOSING DATES AND FINANCIAL CEILINGS

Closing dates for the receipt of research grant applications and financial ceilings that apply to applications for the Social Science Research Council's Research Grant Scheme are as follows:
1. Applications up to £10,000 may be submitted at any time.
2. Applications for grants between £10,001 and £100,000 have three closing dates:
   15 January 15 April 15 September
   for decision usually within three months of the closing date.
3. Projects for over £100,000 and all research programmes have two closing dates:
   15 January for decision in July
   15 September for decision in April
4. The annual closing date for personal research grant applications is:
   15 September for decision in December.

Applicants should note that all closing dates will be strictly adhered to. Enquiries relating to the scheme should be addressed to Angela Williams, SSRC, 1 Temple Avenue, London EC4Y 0BD.

Colleges of Further Education

THE QUEEN'S COLLEGE GLASGOW
1 Park Drive, Glasgow G3 6LP

SENIOR LECTURER
EDUCATIONAL TECHNOLOGY

Salary range: £6,504 to £7,239 (bar) to £8,220 per annum (including supplements awarded under Phases 1 and 2 of the Pay Policy).
Further details and forms of application may be obtained from the Principal, to whom completed forms should be returned by November 24, 1977.

LONDON
INNER LONDON EDUCATION AUTHORITY
LONDON COLLEGE OF COMMUNICATION, 41-71 Command Road, London EC1 1SH
RESEARCH ASSISTANT
Required to assist in the field of design and development of equipment for handicapped people.
Applicants should have a degree or acceptable equivalent in an appropriate design discipline or technological field.
Salary Scale—
Up to £2,997 to £3,681 plus responsibility allowance of £300 per annum.
Starting point according to qualifications and experience.
Application forms and other details are obtainable from the Senior Administrative Officer at the College.
Closing date for receipt of forms—14 days from the appearance of this advertisement.

Fellowships and Studentships

CAMBRIDGE
NEW HALL
RESEARCH FELLOWSHIPS
Applications are invited from graduates of any University for Research Fellowships tenable for three years from October 1st, 1978. Candidates must be under 30 on October 1st, 1978.
Particulars may be obtained from the Bursar, New Hall, Cambridge, to whom applications should be returned not later than 1st November, 1977.

SHEFFIELD
THE UNIVERSITY
LOAN EDUCATION FUND FOR NIGERIAN STUDENTS
Applications are invited from graduates who are citizens of Nigeria and who intend to return to Nigeria on completion of their studies for appointments in the Nigerian Universities, Polytechnics and Colleges of Technology.
Applications should be made to the Registrar, The University, Sheffield S10 2TN, from whom further particulars may be obtained.

FELLOWSHIPS IN VENETIAN RESEARCH
The trustees of the Venetian Research Foundation, New York, announce that they will be offering up to 10 fellowships for research in Venice during the academic year 1978-79. Applications must be received by December 1, 1977. Further information may be obtained from the committee to administer the fellowships, Professor Frederick C. Lane, Johns Hopkins University, Baltimore, Maryland 21218, U.S.A.

Personal

POSTALOANS UNSECURED
£50-£1,500
REDMOND INVESTMENTS LTD.
4 The Green, Richmond, Surrey
01-940 0942/3/4

Adult Education

Advisory Council for Adult and Continuing Education
APPOINTMENT OF
SECRETARY
The Council is being established by the Secretary of State for Education and Science to advise generally on matters relating to the provision of education for adults in England and Wales, and Dr Richard Hoggart (Warden of Goldsmiths' College, University of London) is Chairman. The Secretariat is based in LEICESTER in the headquarters of the National Institute of Adult Education, which has agreed to provide an administrative base for the Council's operations.
The Council proposes to appoint a full-time Secretary, who will be its Chief Administrative Officer, and the post will offer considerable scope for a person with a genuine interest in adult education and its development. Council meetings will ordinarily be held in London, and the post is likely to involve travel in the U.K. and, possibly, abroad.
The salary scale is £8,800 by £342 (4) to £10,168, and the scale of allowances for travel and subsistence used by the NIAE will apply.
Further particulars can be obtained from the undersigned, who is acting as temporary Secretary to the Council, and to whom applications (no forms) should be sent by November 18, 1977.
Leslie Burrows, Esq., A.C.A.C.E., 198 De Montfort Street, Leicester LE1 7GE.

Librarians

CATHEDRAL LIBRARY
CANTERBURY
The Dean and Chapter invite applications for the post of CATALOGUER for a period of up to two years to undertake the cataloguing of the Cathedral Library's collection of late 18th and 19th century books. Those appointed will be required to live in Canterbury and will be provided with a house at a low rent.
Salary scale £3,843 to £5,061 plus £300 London Allowance and £60 Supplement per annum.
Starting point according to qualifications and experience.
Application forms and other details may be obtained from the Librarian, The Cathedral Library, The Precincts, Canterbury, Kent CT1 2EH, to whom they should be returned not later than 14 days from the appearance of this advertisement.

Administration

EDUCATIONAL INTERCHANGE COUNCIL
ASSISTANT DIRECTOR
The Council, a non-profit-making educational body, invites applications for the post of Assistant Director responsible to the Executive Director for the development and administration of its programmes in the United Kingdom.
Applicants should be graduates, preferably with a higher degree or professional qualification, and should have had experience in educational administration and in dealing with people from many countries. Knowledge of the United States educational system would be an advantage.
The salary scale is £5,085-£6,000 per annum, plus £300 London Allowance. Starting salary will be commensurate with experience.
Applications, including a curriculum vitae and the names of two referees, should be sent to the Executive Director, Educational Interchange Council, 356 Fifth Avenue, New York, N.Y. 10001, U.S.A., by December 1, 1977.

MANCHESTER
THE UNIVERSITY
INSTITUTE OF SCIENCE AND TECHNOLOGY
SENIOR ADMINISTRATIVE OFFICER
Applications are invited for the above post. Candidates of either sex should have had experience in the administration of a large department or faculty. The appointee will be responsible to the Director of the Institute for the efficient administration of the Institute, with particular responsibility for the undergraduate courses. Possession of qualifications in accountancy or business administration would be advantageous. The salary will be £5,031 to £6,147 per annum.
Application forms and further particulars may be obtained from the Registrar, UMIST, PO Box 88, Manchester M60 1QD, to whom applications should be sent by 25th November, 1977.

OXFORD
ORIEL COLLEGE
DE ARM
ORIEL COLLEGE
FLORENCE FELLOWSHIP IN ITALIAN LANGUAGE AND LITERATURE
The college proposes to elect an official fellow and tutor in Italian Language and Literature from 1st October 1978 in accordance with the Florence Fellowship Statutes and will be eligible to succeed to the post by the election of the Faculty of Italian Language and Literature.
Candidates, who must possess a first part of qualification and a first class honours degree in Italian, preferably should be under 35 years of age. Further particulars may be obtained from whom forms of application may be obtained, by December 1, 1977.

Administration

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Overseas

Western Australian Institute of Technology

The Institute is a major tertiary institution providing degree and diploma studies at both undergraduate and graduate levels for over 11,000 students. Programmes may be taken on a full-time, part-time or external study mode.

SCHOOL OF TEACHER EDUCATION

The School of Teacher Education is one of eight academic schools within the Institute. The School is not organised along departmental lines but has senior leadership positions based on functional tasks, consisting of a Dean (Head of School) and three Co-ordinators (Head of Department level). Applications are invited for the academic positions listed below.

COORDINATOR (Pre-Service Education Programmes)
(Ref. No. 053)

To exercise educational leadership in the development and evaluation of programmes designed to give students a first qualification to teach. Recent experience in pre-service education required and ability to act as consultant to staff on research and development activities in this area.
Assisted by course advisers, to be also responsible for general course co-ordination, review of students' progress and advice on students' future studies. Presently offered are diploma and graduate diploma courses (end-on and concurrent) leading to teaching qualifications for early childhood, primary and secondary levels.

COORDINATOR (Further and Graduate Education Programmes)
(Ref. No. 054)

To exercise educational leadership in the development and evaluation of programmes designed to meet the needs of experienced teachers and others seeking further studies in education. Experience in the conduct of graduate education programmes required. Assisted by course advisers, to be responsible for general course co-ordination and student advice. At present, programmes offered include Bachelor of Education (for qualified teachers) and Graduate Diploma (Curriculum and Educational Technology).

Qualifications: Post Graduate qualifications and considerable experience, including tertiary teaching as required. The particular teaching speciality may be in any professional field with some experience in course planning and development preferred.

Salary: £16,681 (Salaries quoted at October 5th rate of exchange $O 8422 to $A1 00).

Conditions include: Annual, Long Service and Study Leave. A choice of Superannuation is available if required including a scheme similar to FSSU. Fares for family plus assistance for removal expenses and temporary accommodation are payable to appointees.

Tenure: Appointment may be either Tenured, or Non Tenured for a period up to three years.

Applications:
Detailed applications including a curriculum vitae and the names and addresses of three referees should be submitted not later than 26th November, 1977, to the Migration Liaison Officer, Western Australia House, 115 Strand, London WC2R 0AJ, England. A brochure containing further information may be obtained from the above address.

When applying please quote position and reference number plus media code HE6.

NIGERIA

Kaduna Polytechnic College of Science and Technology

Applications are invited from suitably qualified candidates for appointment on contract terms to vacant posts in the Department of Civil Engineering, as follows:

Principal Lecturer
In Civil Engineering

Senior Lecturer/Lecturer
In Structural Detailing
In Structures (Building)
In Structures (Hydraulics)
In Land Surveying and Photogrammetry
In Highway Engineering
In Hydraulics
In Foundation Engineering
In Sanitary Engineering

Applicants should possess a good degree or professional qualification in the chosen subject field and have had from five to eight years, depending upon level, of post qualification industrial and teaching experience.
Salaries:—Principal Lecturer £6,522 to £7,328
Senior Lecturer £5,987 to £6,511
Lecturer, Grade I, £5,412 to £5,887
With 10 per cent contract addition and 15 per cent tax-free gratuity per annum. Three-year contracts, renewable. Paid passages for family. Accommodation with hard furniture at low rental. Please send two copies of your career details, including the names of three referees, to T E Consultant (Overseas), 18 Thurloe Place, London SW7 2SW.

LAFAYETTE COLLEGE
Easton, Pennsylvania, U.S.A.
is seeking a candidate for appointment to a named chair with the rank of

Professor

Candidates must be competent in the area of Comparative Politics with evidence of interest and specialization in Great Britain and/or Commonwealth Studies. Teaching experience in Political Theory would be welcomed. For serious consideration, candidates must present a record of distinction or at least 10 years of teaching coupled with clear evidence of scholarly activity and productivity. Anticipated appointment date is September, 1978. Salary, circa $30,000. Send applications, together with supporting materials to Dr. Paul A. Piratzkanow, Head, Department of Government and Law, Lafayette College, Easton, Pennsylvania 18042, U.S.A.

Lecturers in Engineering
ALGERIA

For special teaching project of eight months commencing November with possibility of further assignment.
Electrical, mechanical or instrumentation engineering and working knowledge of French are main requirements. Excellent salary and bonus plus free accommodation, meals and return fares; bachelor status.
For further details and application form: Tel. Miss Westmoreland, Winkfield Row 4111, General Superintendence Co. Ltd., Orchard Lea, Winkfield, nr. Windsor.

Administration continued

NORTH LONDON THE POLYTECHNIC
ACCOMMODATION OFFICER
Applications are invited for the appointment of an Accommodation Officer. The person appointed will be a member of the Social Services Unit with special responsibility for student accommodation.
The Accommodation Officer will be expected to operate an efficient system of registration of accommodation and application forms, with responsibility for expanding the present accommodation service taking public, private and institutional sources into account.
The successful applicant should have initiative and administrative ability, and previous experience in this area of work.
Salary scale £3,960-£5,670 inclusive of London Allowance and superannuation.
Application forms from the Establishment Officer, The Polytechnic of North London, Holloway Road, N7 8DB. Telephone No. 607 2789 Ext. 201.
Applications should be returned within 14 days of the appearance of this advertisement.

General Vacancies

HONGKONG POLYTECHNIC

Lecturers/ Senior Lecturers Computing Science

Applications are invited for the above posts from candidates with a degree or professional qualification and/or extensive experience in one or more of the following areas: Systems Analysis and Design, Commercial Programming and Data Processing, MIS, Computer Graphics, Computer Education in Secondary Schools, Computer Assisted Instruction, Systems Programming and the application of computers to all disciplines taught at the Polytechnic, e.g. Engineering, Mathematics, Textiles, Design and Commercial subjects.
The appointees will be required to teach on courses of their specialism as well as general courses offered by the Department. The development of short courses to computer professionals is important and experience in this area would be an advantage as would experience in developing educational curricula.
SALARIES: Lecturer HK$40,920-73,980 by 11 increments
Senior Lecturer HK$74,460-$100,380 by 6 increments.
Sterling equiv. @ HK$8.30=£1 is £4,930-£8,913 and £8,971-£12,094 respectively.
Appointments on 2-year gratuity bearing contract initially. Thereafter suitable appointees may be offered further contracts or superannuable terms at the discretion of the Polytechnic.
Free passages, long leave, subsidised accommodation, medical and dental treatment, education allowances and a terminal gratuity equal to 25% of basic salary received over entire contract period.
Application form and further details from the Recruitment Unit, TETOC (Technical Education and Training Organisation for Overseas Countries), 35/37 Grosvenor Gardens, London, SW1W 0BS, Ref: HKP/THES.
Closing date for receipt of applications 14 November, 1977.

Tetoc

Lecturers for the Computer Industry

Based in Central London, our client is a major manufacturer of computer mainframe and terminal equipment. The company Education Centre has expanded considerably within the past two years and is to increase its size and scope yet again.
Vacancies therefore exist for —

Manager, Retail Systems, circa £7,500

Must have teaching and computer experience. Specialist knowledge should include Retail Systems and Point-of-Sale equipment and techniques.

Lecturers, Wholesale Distribution Systems, Financial Systems circa £5,400

To teach packages for a range of computers in the specific application areas stated. Experience of computers is an advantage but training will be given if required.

For further information please contact
our CROYDON office, quoting reference THES 01-7J

COMPUTER AND PROFESSIONAL PERSONNEL CONSULTANTS
CAPP ASSOCIATES
12 BALK STREET, CROYDON CR0 1TN Tel: 686 9582

GENERAL SECRETARY
The EDUCATIONAL INTERCHANGE COUNCIL, incorporated, 33 Russell Square, London, WC1B 5BD, the national voluntary organisation promoting and assisting study visits to and from countries in West and East Europe, North and South America, and Asia, requires a General Secretary to plan and organise programmes and direct the office (present staff 20). The job offers a degree of rewarding service and some opportunities for foreign travel.
Starting salary in the region of £6,000 to £8,000 depending on qualifications and experience.
Details and application forms from the General Secretary at the above address.

PLEASE SEE PAGE 2 FOR FURTHER VACANCIES